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ABSTRACT

The five numbers of this journal for foreign language teachers include these articles: "Articulation: Beyond the Syllabus"; "Total Immersion in French at the Elementary School Level: An Observer's Report"; "'Columbus Countdown 1992' Announces a Cultural Project in New York City"; "Revising the Scope and Content of the Foreign Language Teacher Education Curriculum"; "The First Year Teacher: Transition to Professionalism"; "Two Languages for Everyone: Working Principles of the New York State Council on Languages"; "The Classics' Response to Language as Communication"; "The Role of Native Language Instruction in Bilingual Education Programs"; "The Issues Confronting ESOL Professionals"; "Foreign Languages Education: An Era of Challenges Renewed"; "SCOL's Agenda: Past, Present and Future"; "Working Together: Resources for Foreign Language Instruction"; "A Hands-On Guide to Establishing Articulation"; "Once Again: Why Study Literature?"; "'Tis a Puzzlement': Requiem for the Communicative Approach"; "Italian--A Living Language, Not Afraid to Change"; "A Shot in the Arm"; "Cooperative Learning Tasks from Interdependence to Independence"; "Investing in the Future of Foreign Language Teaching: A Design for Teacher Preparation"; "Relevant Reading Using Real Resources"; "Some Observations About India"; "India--Linguistically Speaking"; and "Moscow-Brighton Telecommunications Program." Conference summaries, book reviews, and professional notes and announcements are also included in each number. (MSE)

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Language Association Bulletin

New York State Association of Foreign Language Teachers

VOL. XLII September 1990 No. 1

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Articulation: Beyond The Syllabus

Patricia M. Seaver

Articulation has become one of the foremost issues in foreign language instruction. Is there anyone who would deny that colleges and secondary schools depend upon one another in foreign language education? The secondary schools depend upon the colleges to train future teachers who are proficient in language skills, effective teaching techniques and classroom management skills. Colleges depend upon secondary schools to give future foreign language teachers their beginning in the language, because seven or eitht semesters (approximately 450-500 hours of instruction) are insufficient for most learners to attain the proficiency necessary to teach a foreign language.

In recognition of the importance of effective articulation of foreign language instruction from the grades through college, the *Language Association Bulletin* devoted the September 1989 issue to the topic. While that issue of the *Bulletin* contained a wealth of information over a broad range, what is perhaps the most resistent barrier to articulation was not addressed: attitudes held by each "side" about the other and the obstacle that those attitudes present for the achievement of any real, broad-based articulation between the secondary schools and the colleges.

The attitudes held by many New York State secondary school teachers toward college professors are summarized by John Webb: "At the Colloquium, the discussion relating to this question (pre-service training) was the most animated of the day due, in part, to the memories that many teachers have of the pathetic training programs that they had to endure when they were in college . . . It was agreed that the blame for inadequate pre-service training can be placed squarely on the postsecondary institutions, and that the blame is shared equally by the departments of pedagogy AND foreign languages!"[1] He then quotes Dorothy James who characterized foreign language departments as being preoccupied with literature and grammar which are viewed as separate entities and taught in the absence of any informed efforts to build student proficiency.[2]

In the same issue of the *Bulletin,* there appeared an article pleading against cultural and linguistic generalizations.[3] Perhaps we should extend that plea to include a plea against making generalizations about post-secondary educational institutions. First of all, colleges and universities have changed over the years. While many of the participants at the 1989 Colloquium were no doubt speaking from recent experiences, certainly others were not.[4] There may still be education departments that are "so pathetic that fighting in Viet Nam would be preferable"[5] and foreign language departments that are only concerned about literature and grammar, but I contend that there are also some excellent education departments and foreign language departments available in New York State.

Secondly, departments of pedagogy and foreign languages come in all shapes, sizes, and programmatic formats. There are large university centers where undergraduates may be taught most, if not all, of their courses by graduate assistants. Those graduate assistants may be former secondary teachers with years of teaching experience or they may be recent graduates working on their first post-graduate degree. They may be native speakers who have little or no experience with the American university as an institution. They may have had years, a week a day or no pedagogical training prior to entering the college classroom. In such situations, the pedagogy department may be in another building, across campus, with

(continued on page 3)

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little or no contact with the foreign language staff. On the other hand, there are small colleges where one foreign language professor IS the foreign language department and where the pedagogy department is in the office down the hall. Then there are all the many colleges and universities in between these extremes, and in those colleges and universities there exists a myriad of program offerings and requirements, of philosophies, of methodologies, and of articulation between the foreign language department and the education department. Among those there may be some which permit a student to study only literature and grammar above the intermediate level; I do not know of any such schools personally. On the other hand, I do know of schools which require that students take a wide variety of courses prior to secondary certification. At SUCNY-Geneseo, for example, students are required to take a minimum of six hours in literature and three hours in grammar out of a total of thirty hours above the intermediate level required for the major. The remaining courses may include linguistics, civilization, contemporary civilization, conversation, phonology, workshop in the foreign language for commercial uses.

When Webb referred to the excellent analysis by James who indicated that the professoriat . . . "are no more professionally interested in the teaching of foreign languages than are nuclear physicists," he omitted her following words, "It is not their field."[6] This is often true of the senior professoriat at the large university centers where the senior professoriat seldom teach the "skill-getting"[7] courses at the undergraduate level. At other post-secondary institutions, however, it is more often the case that each faculty member teaches a variety of courses and of levels. The professor who teaches a graduate seminar on grammar at 4 p.m. may have taught a beginning course at 9:00, an intermediate course at 11:00 and a conversation and composition course at the high intermediate level at 2:00.

A further problem for most college foreign language departments is that they are serving very diverse groups of students. They must provide for the academic needs of students who wish to go directly into graduate school programs in literature or linguistics, students who wish to teach at the secondary level, students who wish to teach at the elementary level, and students who plan to use the foreign language in a non-teaching career. Many, perhaps most, foreign language departments are not large enough and do not have the financial resources available to provide totally separate tracks for each group. Moreover, foreign language departments are not autonomous; they must compete with other departments for the resources that are available. They must constantly defend the size and number of their classes to the administration and to faculty-wide committees who decide how to allocate limited resources. Because it is expensive to offer a course to five or ten students, compromises often must be made. If we are to point out all the shortcomings of college and university foreign language departments, let us also recognize that those departments have limitations imposed upon them and let us give credit to those institutions that do make sacrifices. For example, at SUCNY-Geneseo, the administration fully supports a Foreign Language Methods and Materials course, taught by a member of the foreign language department, although the course serves only six to eight students each year. In a smaller school, such a class might very well be a financial impossibility regardless of its desirability.

For all of the reasons cited above and many more that I will not take the space to mention, it is simply unreasonable to make generalizations about what departments of foreign languages and pedagogy are like today in New York State unless one has done some recent empirical research to back up such observations. Yet, such generalizations have been made at the 1989 and 1990 Colloquia and at other state and regional conferences on foreign languages. Aside from offending a few college professors (some of whom could be heard muttering to one another during the 1990 Colloquium — something about pulling the wagons into a circle), what harm is possible? After all, the purpose of a colloquium is to afford the participants the opportunity to express opinions and exchange ideas, is it not? One possible result is that NYSAFLT will lose many of its members who are college and university professors. Good riddance, you say? No, I say. We need one another. We need articulation between the grades and the post-secondary institutions. There can be no articulation without dialogue. There can be no resultative dialogue unless both groups can come together and truly communicate.

Where, save through NYSAFLT, can this dialogue take place in a broad-based way? Presenting colleges with a list of demands — even if those demands are called recommendations and even if they are reasonable — does not constitute dialogue. One conclusion of the 1989 Colloquium participants was that "the traditional scope of language course offerings at the postsecondary level must be changed to reflect the new concepts of language learning. Their courses simply must become proficiency-based, and the use of learner proficiency must be re-examined if it is to continue to occupy its important role in college course offerings."[8] Academic freedom in colleges and universities is such that neither NYSAFLT nor the SED can impose its pedagogical goals on college foreign language and pedogogy departments. For that matter, a department chairman cannot impose such goals on the tenured members of the faculty. Therefore, any change must be brought about through persuasion and convincing arguments. To effect that, there must be a means of communication and the atmosphere must be such that the college members want to listen and to participate. For these reasons, I contend that NYSAFLT not only needs to retain its current college and university members, but that it needs to attract more. Respondents to a 1987 NYSAFLT Articulation Survey represented 26% of 240 colleges who received the original mailing. Of those respondents, 73% were not members of NYSAFLT.[9] NYSAFLT needs those college professors because they can take back the concerns of secondary teachers to their colleagues in the foreign language and pedagogy departments the concerns of secondary teachers.

Selfishly, I would like for NYSAFLT to be an organization for foreign language instructors at all levels, not just a mouthpiece for the secondary level. Although I teach graduate courses in grammar, linguistics, and civilization, I also teach beginning and intermediate foreign language courses. Although I am an "academic," I am also a teacher. Because I teach those courses, and because I teach foreign language methods and materials and supervise student teachers, I am as interested in building a large portfolio of communicative activities that I can use at various instructional levels as I am in clitic movement in reduced sentential complements. Finding new ways to teach the subjunctive – or vocabulary, or reading skills, or listening comprehension – effectively is as much a part of my job as it is of that of my son's high school Spanish teacher. Secondary teachers and college professors have many experiences in common and much that we can share, and NYSAFLT is an organization that could expedite that sharing.

However, a prospective college member reading the report of the 1989 Colloquium or a first-time attendee at a colloquium or state or regional conference could very easily determine that NYSAFLT is not the place for a college professor. Can we avoid the smug self-righteousness that sometimes is conveyed? Can we tone down the diatribe against the colleges, avoid over-generalizing, holster the accusing finger and recognize that some secondary school foreign language departments may be less than perfect? Can we resist the temptation to appeal to the emotions by resorting to the sensationalism of anecdotal accounts of incompetent student teachers to indict colleges rather than looking at the over-all picture? Can we listen and observe before we accuse? If so, true articulation may take place. If not, an important opportunity will have been lost, and the losers will be future foreign language teachers and perhaps, the future of foreign language teaching in New York State.

Special November Issue of Bulletin

The November issue of the *Language Association Bulletin* will be a special issue by SCOL (New York State Council on Languages) prepared by guest editor Ann Wintergerst, Director of English As a Second Language Program at St. John's University and Chairperson of SCOL. Articles on two or more languages for everyone and/or related issues may be forwarded for consideration by the editors until September 30, 1990, to the Editor of the *Language Association Bulletin*, Irmgard C. Taylor, 23 Floral Avenue, Cortland, New York 13045.

NOTES

[1] Webb, John. "Today's Foreign Language Professionals Prepare for the Future. A Report of the 1989 NYSAFLT/SED Colloquium," *Language Association Bulletin*, Vol XL1, No. 3, January 1990, 4. When the participants at the 1989 Colloquium determined that "the blame for inadequate pre-service training . . . is shared equally by the departments of pedagogy AND foreign languages" they omitted one very vital (some might say the most important) ingredient: the individual. If a teacher enters the classroom insufficently prepared, for whatever reason, does that teacher have no personal responsibility for that state of unpreparedness other than to point an accusing finger at the training institution? Is it unreasonable to expect that such a teacher take the personal initiative to attend immersion workshops, subscribe to (and read) current magazines in the language, travel and study abroad, listen to foreign language tapes while travelling to and from school, take additional courses in the foreign language, and the dozens of other possible activities that could help to correct deficiencies? I have little sympathy for the high school teacher who, knowing that he or she lacks adequate proficiency in the language, enrolls in a Master's program that permits a minimum of (or, in some cases, no) courses in the foreign language.

[2] James, Dorothy. "Re-shaping the 'College-level' Curriculum: Problems and Possibilities," *Northeast Conference Reports*, 1989, 79.

[3] Valentini, Alfred J. "On Cultural and Linguistic Generalizations," *Language Association Bulletin*, Vol. XLI, No. 3, January 1990, 26-7.

[4] Just as most elementary and secondary teachers, and certainly all public school principals, have encountered parents who are "experts on schools" because they attended one for thirteen years, it is a temptation for secondary teachers to consider themselves experts on colleges because they attended one for a few years. I would be the first to admit, however, that the reverse is also true: many college professors base their judgments of high school instruction on their own experiences as a student ten, twenty or thirty years ago.

[5] Webb, Ibid.

[6] James, Ibid.

[7] Wilga Rivers is generally credited with first using the term "skill-getting" as opposed to "skill-using."

[8] Webb, Ibid.

[9] Jeffries, Sophie, "NYSAFLT Articulation Survey." *Language Association Bulletin*, Vol. XLI, No. 1, September 1989, 19.

Total Immersion in French at The Elementary School Level: An Observer's Report

Joan Feindler

In the Spring of 1988, the Board of Education of my school district agreed to grant me a one-semester sabbatical leave from my responsibilities as Curriculum Associate of the Foreign Language Department so that I might pursue a project which I had long felt needed further examination and scrutiny: Total Immersion at the Elementary School Level.

My own school district had, as early as 1960, adopted and implemented the concept of foreign language learning starting in fifth grade. However, I knew that foreign language learning could happen even prior to fifth grade, and therefore felt that it was a sabbatical project well worth pursuing.

There are basically three types of foreign language programs geared to the very young learner: FLES (Foreign Language in the Elementary School), FLEX (Foreign Language Experience), and Immersion.[1]

In a FLES program, children are taught *a foreign language* (only one) at some point during their elementary school years. This point may be anywhere from Kindergarten to 5th or 6th grade. The course may be as structured or as unstructured as the administration and parents of the school community see fit, and it may meet as briefly as 20-30 minutes per week or as frequently as every day, for 30-40 minutes. In a FLEX program, the emphasis is on having students experience *different languages* for a period of several weeks or months, during the course of the school year. In my own district at present, the 5th grade children are taught Latin for 13 weeks, Spanish for 13 weeks, and then French for 13 weeks. At the end of this year, they will decide which language they wish to study regularly, in the 6th grade (at which point their FLEX program will become a FLES program).

In a total immersion program, children are taught math, social studies, science and other school subjects through the medium of the target language, from the very first day of Kindergarten through fifth or sixth grade. The study of English is usually introduced in third grade; during the following two or three years, the time devoted to it may gradually increase to the point where half the day's work is done in English.

In a partial immersion program, the target language is used as the medium of instruction for three or four classes each day, but the remaining ones are taught in English.

Although I was interested in all three types of programs (FLES, FLEX and Immersion), nevertheless it was the immersion concept that truly intrigued me. It seemed an eminently logical and sensible *modus operandi* to replicate the actual conditions under which a child begins to learn native language (i.e. constantly exposing the child to the sounds of the language to be learned by speaking to him only in that language, correcting errors of usage or pronunciation only indirectly and in an entirely non-threatening way, minimizing reading and writing activities until the child can comprehend and speak the language with a certain degree of success and satisfaction).

Judging from my own experience in learning foreign languages (French and German in particular), I knew that even though I had spent from two to four years in classrooms learning grammar and memorizing vocabulary, it was not until I found myself surrounded by and literally *immersed* in these two languages that they actually began to "come alive" for me. (In the case of French, this experience came in a "language house" on campus, where students were required to speak French at all times on the ground floor. In the case of German, it came when I was invited, after graduation from college, to spend several weeks with a German family in Germany).

If these "immersion" experiences had made a particular foreign language a real communication tool for me, rather than just a subject that I had studied at school, I surmised that it would be the same for young children. (The difference, of course, is that there is no "prior learning" step of grammar and vocabulary memorization for these young children, as there had been for me).

For children, the imitation of sounds comes easily; children also demonstrate ready acceptance and use of unfamiliar words and expressions. These are ideal traits in any language learner, but the older the learner, the less likely it is that he will possess them! Even at the seventh grade level, which is the level at which most foreign language instruction begins in our public schools today, students are more often more likely to *resist* rather than to *repeat* odd sounds, strange words, and idiomatic expressions. Seventh graders are already at an age where the maturational process urges them to question authority and to invent new language patterns rather than to accept the more conventional speech of the adult world.

Joan Feindler, The Wheatley School, Old Westbury, New York.

Weighing these considerations quite carefully, I elected to visit several elementary immersion programs in foreign language during my sabbatical leave. My sole purpose would be to determine whether such programs are indeed successful in teaching children to understand and to speak a foreign language.

I had heard about the total immersion program in French at the Oak View Elementary School in Silver Spring, Maryland. This program is already well-established, having begun in 1974; it was therefore the first immersion program that I chose to visit. (The others that I visited, all Spanish programs, will not be discussed in this report).

On March 10, 1988, upon entering the Oak View School shortly after 8 A.M., I was struck by the many signs and placards in French that adorn the doors and walls. Instead of "Push" or "Pull" on hallway doors, for example, I read *"Poussez"* or *"Tirez."* There were displays of student work in the halls. One of these, for example, contained illustrated reports on famous figures of American History, all in French. Classroom walls were covered with all manner of charts and tables in French (e.g. A/*avion*, B/*balle*, C/*chat*, etc., representing the alphabet illustrated with French nouns).

The Oak View School is a magnet school for French and for English Language Arts. I watched the children arriving at school and noticed that they are an ethnically diverse group, with a large percentage of minority students. In all of the classes that I visited on that day, I *never* heard any teacher using English *at any time.*

During my first observation, in a first grade class, the children sat on a rug, facing the teacher. She asked each child to bring her/his homework paper, which she then showed to the other children, asking for their comments. Some of the remarks I taped were:

> "Le nom n'est pas là . . . Et la date! . . . J'aime Garfield (this paper had a Garfield sticker on it) . . . Ariel a oublié le *n* pour *un*"

One child commented, as the teacher moved to use the felt board, "Lécole a acheté de nouveaux feutres. Je le sais parce que maman les a prenés (sic) et les a donnés à moi." The teacher corrected this child indirectly with "Ah, elle les a pris – c'est vrai?" I learned that the Oak View children in this program may answer their teacher in English only through December 1 of the first grade year. After that, she doesn't "hear" them unless they reply in French.

My second observation was in a second grade classroom with twenty children present. Working in groups of four, they were all busy printing the "sentence of the day" into their notebooks. On that day, the sentence was: "Quand le procès a terminé, Madame a dit: Enfin!" All of the children were chatting in French with each other. At one point, as two of them lined up to give the teacher their lunch money, I heard one turn and say to the child behind her, "Tu peux aller avant moi. Je n'achète pas." I circulated around the classroom and spent some time interviewing some of the children. Not being an expert at this sort of thing, my questions, unfortunately, seemed to elicit only one-word answers from the children, who were probably intimidated by my tape recorder! In any case here is the direct transcript of one of these interviews. (JF = Joan Feindler, S = Student)

JF. Toi aussi, tu as écrit ta phrase? Fais voir un peu. Comment t'appelles-tu?
S. Merlie.
JF. Comment?
S. Merlie.
JF. Merlie! Et tu parles français avec tes copains?
S. Oui.
JF. Quel àge tu as, Merlie?
S. Neuf.
JF. Tu as neuf ans. Et ça te plaît, le français?
S. Oui.
JF. Tu parles français à la maison aussi?
S. Oui.
JF. Avec qui?
S. Avec mes soeurs.
JF. Combien de soeurs tu as?
S. Quatre.
JF. Toutes tes soeurs parlent français?
S. Oui.
JF. Comment se fait-il que toutes tes soeurs parlent français? Elles sont toutes venues ici à cette ècole et elles ont toutes appris le français ici?
S. Non.
JF. Où est-ce qu'elles ont appris?
S. Elles ont allées au France (sic)
JF. Ah! elles ont été en France! Merci, Merlie.

Second Interview

JF. Bonjour, mademoiselle! Comment t'appelles-tu?
S. Jenny.
JF. Et toi aussi, tu parles français à la maison?
S. Oui.
JF. Avec qui?
S. Mon frère.
JF. Ah! Quel àge a-t-il, ton frère?
S. Six ans.
JF. Il a six ans et il comprend déjà le français?
S. Oui.
JF. Où est-ce-qu'il apprend le français?
S. A cette école.
JF. A cette école! C'est bien! Merci.

Third Interview

JF. C'est la première classe ici ou la deuxième?
S. La deuxième.
JF. Ah, vous êtes tous en deuxième. . . Comment t'appelles-tu?

S. Patrick.
JF. Tu as quel âge, Patrick?
S. Huit.
JF. Ah, voici les autres qui reviennent. Bonjour, mademoiselle! Comment t'appelles-tu?
S. Je m'appelle Sergia.
JF. Et quel âge tu as?
S. Sept ans.
JF. Tu parles français?
S. Oui.
JF. Toute la journée?
S. Oui!
JF. Très bien!

Although these interviews were not very elaborate, nevertheless it is important to note that none of the "interviewees" hesitated in replying to my questions. Each child answered me willingly even though they were all somewhat shy. I did not wish to interrupt the normal classroom activities, and therefore did not pursue these personal interviews any further than exchanging a few cordialities. I was convinced, however, that what I said was completely understood by each child and that, given the time, a rather lengthy conversation could have ensued, on a topic of interest to second grade children, of course!

After conducting these "mini-interviews" with various children, I watched and listened as they took an oral spelling test. The class had been divided into groups (e.g. les alligators, les rubis). The teacher wrote various words on the chalk board and then called on children from different "teams" to stand at their desk, face the rear of the room and spell one of the words. Some of the words were: *le beurre, un papillon, la gestation, ils scintillent, ils bâillent, une douzaine, la taille, l'horloge, la haie, le haricot, l'hirondelle.* The children were attentive and very well-behaved during this exercise.

During my next observation a third grade teacher talked to her class at length about how the children were expected to present their book reports the following week. She explained that they should attempt to draw their own illustrations and staple the report into a folder. Here again, the children listened attentively. I noted some of the titles they were reading: *Le Sauvetage de Madeleine, Les Journées d'Olivier Cochon, L'Orteil du Dragon.*

Next followed a visit to a Kindergarten class. Again, the children sat on the floor on a rug, listening to their teacher. This was the only place that I heard English during the entire day, and it came from the children, who seemed to understand all the teacher's instructions very well but were not yet up to answering in French. This is called the "silent period," during which a child must hear the foreign language for many hours before being able to reproduce its sounds.[2]

The children, 5 1/2 and 6 years old, were signing this song along with the teacher:

Bê, bê, brebis noire as-tu de la laine?
Oui, monsieur, oui, monsieur, trois poches pleines.
Une pour mon maître, une pour ma belle.
Et une pour le 'tit garçon qui vit dans la ruelle.

Bê, bê, brebis noire as-tu de la laine?
Oui, monsieur, oui, monsieur, trois poches pleines.
(Tune: Baa, Baa, Black Sheep)

After the sing-along, the teacher printed for the children, on a large easel, the words to the song. This was to be a "pre-reading" lesson. The teacher continued to speak French at all times, even though there was evidence that some of the children did not understand everything. In chiding them, she remarked: "Jessica, tu parles français s'il te plaît?" She then continued: "On peut se remettre à chanter — tout le monde ensemble? On va chanter, encore une fois la chanson de la Mère l'Oie, la Brebis Noire."

After a second sing, she began to ask the children about the sounds of various letters in the song, eliciting from them which words contained the sound of "b." They picked out *brebis, bê* and *belle.* The next sound was "m" and the children correctly chose *monsieur, mon, ma* and *maître.* Reading was being taught entirely in French! (Statistics indicate that, although many parents are concerned that their children will fall behind in English reading skills if they are completely immersed in a foreign language for the first three years of their schooling, this is not the case. As a matter of fact, even though there may be a "time lag" which immersion children need in order to catch up with their "English-only" schoolmates, when they do catch up, they usually surpass the latter in English language skills)[3]

My next visit was to a sixth grade science class, where the students were trying to make paper clips float on water. Here again, the class had been divided into small groups and each group was involved with its own experiment. I heard only French as they discussed why it was so hard to make the clips float!

The last observation for the day took place in a fifth grade social studies class. The teacher returned a test that the children had taken on the American Revolution. She then asked them to correct any false answers on the True/False portion of the test and to write in the correct answers. They discussed the results and grades with each other in French. Afterwards, the teacher lectured the class on the reasons why the colonists wanted their independence from England. She continued shortly afterwards with this theme by stating: "Nous allons discuter encore un peu comment marche notre système de gouvernement."

The many French-English cognates helped her here, it is true, (e.g. *législatif, exécutif, judiciaire, cabinet, ministre, congrès, représentatif,* etc.) but nevertheless I was struck by the attentive listening on the part of all the children in this class. They were extraordinarily well-behaved during her talk and the

(continued on page 24)

"Columbus: Countdown 1992" Announces A Year-long 1991-2 Multi-faceted Cultural Project To Be Based in New York City

Art exhibitions, book and poster fairs, school competitions, video programs, plays, recitals, special presentations, historical programs, musicals and operas will all be part of a year-long cultural package to be sponsored by "Columbus: Countdown 1992" with corporate and special funding. The project called THE MULTI-ETHNIC LEGACY OF COLUMBUS: A QUIN-CENTENARY CELEBRATION will open in October 1991 and continue through December 31, 1992 (possibly beyond that date).

"We have been working uninterruptedly since 1984 to publish books and articles, promote art works, conferences and special programs on cultural themes connected with the Columbus story," said Dr. Cav. Anne Paolucci, President of "Columbus: Countdown 1992;" "we already have an impressive collection of paintings, statues, cards, and memorabilia all of which will have a place in the year-long centralized program now in preparation."

The art exhibit will feature 30 to 40 canvases and the semi-abstract statue of "The Illuminated Man" by Anselmo Francesconi, who has also completed todate at least a dozen canvases on the Columbus story. "Anselmo," who works and lives in France, was the first artist honored by CC 1992 is etched, with legend, on the Tiffany glass "sail" presented every year to the distinguished personality chosen to be honored at the CC 1992 Awards-Dinner and is also reproduced in an exclusive 18K gold pin also designed by Tiffany and presented to the annual recipient(s) of the CC 1992 "Special Recognition in the Arts & Humanities" award.

Other internationally known artists and CC 1992 award-winners include portrait painter Constance Del Vecchio Maltese and Antonia Mastrocristino Sirena. Ms. Maltese has already completed 4 major portraits (at least 12 will be ready by 1992) of navigators and others connected with the Columbus saga — Columbus himself, Vasco Da Gama, Queen Isabella, and Marco Polo. International award-winner Antonia Mastrocristino Sirena has completed a gallery of twelve lovely paintings of the Columbus story (ranging from a small panel to the 4 x 8 foot "Landfall," all of which she has donated to CC 1992).

The one-year project will include special daily events and showings, readings and video presentations, including children's puppet theater. Theaters and opera groups in the metropolitan area will be asked to join in this year-long celebration by promoting in their 1991-1992 schedules plays and operas about Columbus. The schools and universities will be asked to participate in competitions and possibly in preparing conferences on Columbus and his time.

"Our work began in 1984," Dr. Paolucci noted, "with a bilingual article which we distributed free of charge to over 2,000 people in a short period of time. In 1985 we held our first Awards-Dinner. Our Honorees have included Dr. Peter Sammartino, founder and Chancellor Emeritus of Fairleigh Dickinson University; former Ambassador John A. Volpe; Dr. Vartan Gregorian, currently president of Brown University; Dr. Fredi Chiappelli of UCLA; and Dr. Alexander Roncari, President of the Christopher Columbus Quincentenary Commission of Canada."

Other prestigious awards were introduced by CC 1992 in 1988 — including the "International Arts Award" and the "Special Recognition in the Arts & Humanities Award." Several books and articles have been published todate and others are in preparation. A video play, *Cipango!*, is now available for distribution. A puppet version of *Cipango!*, "In Search of the Treasure," will be ready for schools and other groups in October 1990 — first in English and Portuguese, later in Spanish. The play itself has been done several times on stage and is scheduled for a special gala performance at the Winterthur Museum in Delaware on October 13, 1990.

"Columbus: Countdown 1992" welcomes the cooperation of the multi-ethnic community of New York City as well as other groups throughout the country in promoting this American celebration of the legacy of Columbus, the first immigrant to the New World.

Dr. Paolucci, Chairperson of the English Department at St. John's University and Director of its Doctor of Arts Degree Program in English, is an award-winning poet and playwright. She was a Fulbright Scholar to Italy and taught for two years at the University of Naples as Fulbright Scholar in American Drama. A prolific writer, she serves as President of the Pirandello Society of America and is a member of the National Council on the Humanities (NEH).

"Columbus: Countdown 1992" is a non-profit educational foundation. All contributions are tax-deductible to the full extent provided by law.

Universities, community groups and ethnic organizations, private and corporate sponsors and individuals are invited to join in making the 1991-1992 multicultural celebration a success. All checks should be sent to: COLUMBUS: COUNTDOWN 1992, 166-25 Powells Cove Boulevard, Beechhurst, N.Y. 11357.

The 1990 Awards-Dinner of "Columbus: Countdown 1992" will be held on Friday, September 21, at the "200 Club," 200 Fifth Avenue at 23rd Street, in New York City.

Revising the Scope and Content of the Foreign Language Teacher Education Curriculum

Robert J. Johnson

It is encouraging to see that our membership is actively developing strategies to better prepare prospective foreign language teachers for the future. John Webb's report of the 1989 NYSAFLT/SED Colloquium clearly outlines the wide spectrum of issues our special task force must address if we are to continue to insure quality foreign language instruction in the years to come.

One important issue discussed by participants of the 1989 Colloquium centered around revising "the scope and content of courses in pedagogy."[2] Some of the recommendations included providing the prospective candidate with methods courses that focus on proficiency-based instruction as well as "courses in sociolinguistics, psycholinguistics, child language development, and learning theory."[3]

I wholeheartedly agree with the participants' desire to make foreign language education courses more relevant. According to the new certification requirements due to be implemented in 1993, in order to obtain provisional certification to teach a foreign language, a candidate must complete "an approved program registered by the department specifically for service as a teacher of . . . a language other than English."[4] An "approved program" is defined as "one which prepares the teacher to create a productive learning environment, plan and execute instructional activities; monitor and assess student learning . . ." and to deal effectively with students with special needs. I feel strongly that most existing foreign language teacher education curricula are obsolete and essentially incapable of preparing new teachers for such tasks — especially if "a productive learning environment" is taken to mean a proficiency-based experience.

According to Wing, the foreign language teacher candidate must develop three distinct competencies in order to be effective in the classroom: "target language competencies, generic classroom teaching competencies, and specialized foreign language teaching competencies."[5] I question how, under our current system, the candidate teacher has the opportunity to develop "specialized foreign language teaching competencies." If Wing is correct (and I believe she is), we must certainly revise the teacher education curriculum to include the formal study of specialized foreign language issues.

Therefore, I am proposing an expansion of undergraduate and graduate courses consistent with the most recent certification regulations and the current spirit of reform to provide for the development of specialized foreign language teaching competencies. Such an expansion would enable the prospective candidate to systematically investigate a wide range of topics central to second language acquisition and foreign language pedagogy and would include the following areas of study:

LINGUISTICS —

to develop a basic understanding of the nature and structure of language. A general understanding of theoretical linguistics is a prerequisite to the study of language acquisition.

APPLIED LINGUISTICS —

to bring into perspective both the theoretical and practical aspects of foreign language teaching. Effective foreign language teaching requires a careful study of the different approaches, methods and techniques typically employed by successful teachers. Topics relating to second language acquisition and instruction (foreign language testing, the decoding process, language interference, interlanguage, error analysis, etc.) should be discussed prior to attempting to teach a foreign language.

PSYCHOLOGY —

to discover how the mind functions at different stages of development and how it organizes target language input to acquire language.

EDUCATION —

to become familiar with different trends in education and to begin to develop practical solutions to the specific problems one is certain to encounter in the classroom.

Several other language-centered areas have more stringent certification standards and curricula than we do. Teachers of reading, bilingual education and ESL, for example, have long had standards that reflect a more intensive study of the many different facets of communicative competence. Imagine granting a candidate certification as a reading specialist, simply because he or she is able to read and has been exposed to a methods course, student teaching, and a smathering of courses in basic psychology and general pedagogy. This is precisely what we do in the field of foreign languages! In which of these courses does the candidate formally reflect open issues specifically related to second language acquisition and pedagogy?

Robert J. Johnson, Rush-Henrietta Junior High School, Henrietta, New York.

It should also be noted that our European counterparts have, in recent years, made an effort to include the study of American-based second language acquisition theory as an integral part of their curricula. Mario Donatelli notes that "The latest language learning theories have traveled trans-Atlantic and (have) found wide-spread diffusion throughout European secondary schools with the work of the Council of Europe."[6] Ironically, there has been a reluctance in our own country to make such studies available to the rank and file American foreign language teacher.

The time is ripe to incorporate specialized studies into the teacher education curriculum for the following reasons:

1. Proficiency-based instruction demands a clearer understanding of how languages are acquired. With the language-based approaches of the past, the emphasis has always been on the structure of the target language instead of the cognitive processes employed by the individual attempting to internalize the structure of the target language.

2. In recent years, cognitive psychology has provided considerable insight into the specific mental operations involved in the language acquisition process. Learning a foreign language is now considered an active mental process, in sharp contrast with the mechanistic principles of the past.

3. Applied linguistics has matured, blending together the principles of psychology, linguistics and pedagogy into a specialized discipline that integrates both the practical and theoretical aspects of foreign language teaching.

What effect would an expanded program of specialized study have upon the teacher candidate? I think the following list represents some of the more global benefits:

- an appreciation for the complexity of natural language and the human mind
- a better understanding of how first and second languages are acquired
- a chance to learn about the many different approaches, methods and techniques associated with foreign language teaching
- the realization that virtually anyone can learn a second language when motivated and systematically exposed to the proper "input"
- sympathy for the language learner whose errors in the target language are a normal and necessary part of the learning process
- a basis for formulating a personal teaching philosophy and style, based not on tradition, but on empirical research and common sense.

Although our knowledge of how one acquires a second language is far from complete, I believe the opportunity to focus on issues directly related to foreign language instruction will have a profound effect upon the candidate's effectiveness as a teacher.

Specifically, which courses should be required for provisional and permanent certification to teach a foreign language? I would propose the following:

BACHELOR'S DEGREE –

in the foreign language with provisional certification, grades 7-12

Linguistics:

1. Linguistics for Foreign Language Teachers I & II
2. General Phonetics

Applied Linguistics:

1. Approaches to the Teaching of Foreign Languages
2. Methods of Teaching Foreign Languages

Psychology:

1. Developmental Psychology
2. Educational Psychology

Education:

1. Foundations of American Education
2. Issues in Secondary School Education
3. Classroom Management
4. Student Teaching

Probably a minimum of two semesters of study are sufficient to introduce prospective foreign language teachers to the rudiments of modern linguistics. Course I should be an investigation of the various theoretical approaches to the problems of language; Course II should focus on the basic principles of phonology, syntax and semantics. It is especially important, in my opinion, for teachers to have a basic understanding of Transformational Grammar because most research in the area of second language acquisition presupposes an understanding of its principles.

I also believe it is critical that the traditional "methods course" be limited to discussions of everyday, classroom concerns related to the specific "Methods" and techniques currently employed by successful teachers on the front lines. The Methods course should be taught by secondary school teachers who are willing to share the "tricks of the trade" (ranging from the traditional "dictée" to the effective use of technological support). A separate course is needed to outline the various "approaches" (inductive vs. deductive, the Comprehension Approach vs. the Communicative Approach, etc.) and the postaudiolingual "methods" such as TPR, cognitive code, the Silent Way, Suggestopedia, etc. Hopefully, the prospective teacher will begin to discover the variety of strategies necessary to accommodate the diverse learning styles of the language learner. Understanding the various aspects of proficiency-based instruction should be the primary objective of this course.

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A GUIDE TO THE NYSAFLT ANNUAL MEETING

OCTOBER 7-9, 1990
CONCORD HOTEL
KIAMESHA LAKE, N.Y.

BACKGROUND . . .

The New York State Association of Foreign Language Teachers has become the undisputed leader of language activities in New York State and a driving force of national status in the profession. The Annual Meeting is only one of many activities and functions sponsored by NYSAFLT. The Association also sponsors, alone or in conjunction with local and other State organizations, regional workshops, an annual colloquium, and other meetings as the needs of the membership require them.

The Association keeps its members abreast of the latest events and techniques and summarizes many of the formal presentations through its BULLETIN and NEWSLETTER. It provides job availability with its Placement Service and works to further foreign language education through constant interaction of its Officers, Board of Directors, and Standing Committees with the State Education Department. In addition regional Meetings of the Association are held throughout the State to respond to local needs and interests.

The Annual Meeting has been held at the Concord Hotel since 1967 to take advantage of the hotel's accommodations and conveniences. There are two full days of panels and workshops. Demonstrations, exhibits, speeches, and awards are the culmination of a year's planning by the Annual Meeting Planning Committee and reflect the general trends, interests, and needs of the foreign language teachers of New York State.

BEFORE ATTENDING . . .

YOU may pre-register for the Meeting by mail.

Contact: Robert Ludwig, NYSAFLT Administrative Assistant, 1102 Ardsley Road, Schenectady, New York 12308.

REGISTRATION . . .
BEFORE SEPTEMBER 25, 1990

Fee for Members	$40.00
Fee for Non-Members	$50.00
Fee for Full-Time Student-Member	$18.00
Fee for Full-Time Student Non-Member	$21.00
Fee for Retirees	$30.00
Fee for Joint Members	$45.00

(Fees include Conference Publication but DO NOT include Pre-Conference Workshop).

All current members of NYSAFLT should receive conference and hotel registration materials by August 1, 1990.

Reservations for the Concord are made separately by writing directly to the hotel. The hotel NOW requires a $50 deposit for room reservations. You are encouraged to make your room reservations early as ALL RESERVATIONS AND DEPOSITS MUST BE RECEIVED BY THE HOTEL AT LEAST ONE MONTH PRIOR TO THE OPENING DATE OF THE ANNUAL MEETING OR THEY WILL BE SUBJECT TO REFUSAL.

Hotel rates include all meals beginning with Sunday evening dinner and concluding with lunch on Tuesday. Gratuities for the waiters, busboys, captains, and chambermaids are all included. Every room, exhibit, and presentation will be contained under one roof within the hotel.

UPON ARRIVAL . . .

Conference materials (programs, badges, meal tickets) will be pre-packaged for those participants who have pre-registered and will be available at an "express table."

The Hospitality and Registration Committees will assist the participants throughout the meeting. Members of the committees will assist you with general conference information, directions and registration procedures. Guests will be greeted and assisted by members of the Hospitality Committee.

This year the NYSAFLT Booth will have a message board available for participants at the Annual Meeting. Should you wish to leave a message for a friend, or advertise a foreign language job opening in your district, or seek a teaching position do visit the NYSAFLT Booth.

Registration and membership tables will be open during the Annual Meeting beginning at 12:00 noon to 8:00 p.m. on Sunday; from 8:00 a.m. to 5:00 p.m. on Monday; and 8:30 to 10:00 a.m. on Tuesday.

PROOF OF REGISTRATION FOR THE ANNUAL MEETING IS REQUIRED BEFORE THE HOTEL WILL ASSIGN A ROOM. If problems arise concerning rooms, participants are asked to contact Robert Ludwig at the hotel. Rooms will not be ready for occupancy until 4:00 p.m. For those participants who arrive early on Sunday, lunch is available in the Hotel Coffee Shop at your own expense. There will be a place to secure luggage for those participants who wish to attend one of the pre-conference workshops.

THE CONCORD HOTEL . . .

is easily reached by car or bus. Located just north of Exit 105-B on the Quickway (NY Route 17), it is about 110 miles north of New York City and about 90 miles south of Albany. Bus service to nearby Monticello from various parts of the State is available. Concord Courtesy cars meet arriving buses. The trip up to the Concord during this time of the year is beautiful. The leaves are turning colors and the scenery is simply breath taking.

The Concord is a vast complex which provides not only rooms, dining facilities, and entertainment areas, but also a variety of sporting activities such as swimming, tenis, golf, skeet shooting, ice skating, and horseback riding. Sauna and steam rooms are also available. Equipment for these and other activities may be rented at the hotel. Participants are encouraged to take advantage of these facilities. A walk around the Hotel grounds is highly recommended so you might see the lovely Kiamesha Lake and the beautiful and colorful foliage of the season.

Religious services for those of the Catholic or Jewish faith will be available at the hotel.

Special family rates are available for the duration of the Meeting. Child-care services are available at the hotel. The only fee involved is a gratuity to the counselor. Should you wish to make such arrangements, send your request to: Robert Ludwig, 1102 Ardsley Road, Schenectady, NY 12308.

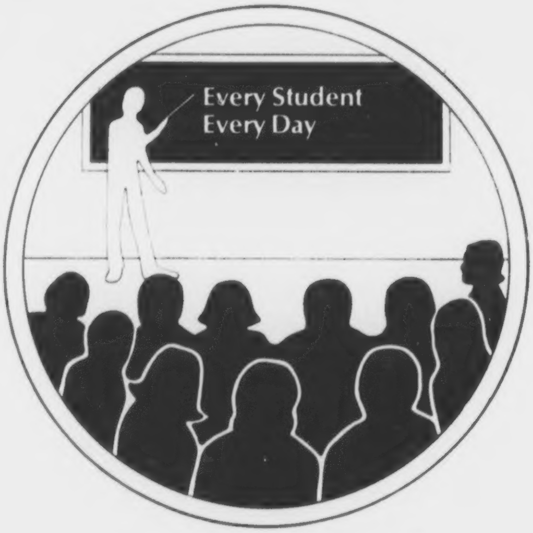
Participants at the Meeting are reminded that meal tickets MUST be submitted to the servers at their table for each meal. Inasmuch as gratuities are included in the total hotel fee, this ticket is their only means of obtaining tips for services.

Conference participants who do not plan to stay at the Concord are advised that there are various facilities for their convenience: a coat room and a coffee shop where sandwiches and desserts may be purchased. Dining room meal tickets may be purchased at the cashier's booth as follows:

Breakfast	$11.00
Lunch	$16.00
Dinner	$26.00
Cocktail Party and Banquet	$36.00

OVER 50 COMMERCIAL EXHIBITORS . . .

are present to demonstrate or sell their materials.



A GUIDE TO THE NYSAFLT ANNUAL MEETING

These exhibits of texts, journals, records, literature, games, travel consultants, fund raisers, and realia will be open throughout most of the Meeting so that participants will have ample opportunity to examine a wide variety of materials. The booths are located on the main floor.

The Annual Meeting . . .

begins on Sunday, October 7th at 1:00 p.m. with a preview of the exhibits and Session A Pre-Conference Workshops. Also on Sunday at 8:30 p.m. there is a General Session at which the Keynote Speaker, Dr. John Brademas, will address the conference theme, "Every Student Every Day."

There are over sixty panels scheduled over the two days. Sessions include: pedagogical techniques, curriculum and culture, functional communication/oral proficiency, adapting materials for a communicative approach, interdisciplinary approaches, technology, research, and innovations in the field as well as special exhibitor sessions.

KEYNOTE SPEAKER

DR. JOHN BRADEMAS

New York University

Theme:

"EVERY STUDENT EVERY DAY"

Sunday, October 7, 1990 — 8:30 p.m.

A GUIDE TO THE NYSAFLT ANNUAL MEETING

SECOND ANNUAL GOLF TOURNAMENT

Sunday, October 7, 1990
2:00 P.M. – SHARP!

LOCATION: First tee at the Championship Course (9 Hole Par 3) Near the Entrance Gate on the Road to the Hotel

EQUIPMENT: Bring Your own clubs, tees, balls, etc. Pull Carts and Electric Carts are available for an extra fee. Be sure to rent them at the Pro Shop at the International Course across the road prior to 2:00 P.M.

FEE: $12.00 includes greens fees, complimentary ball, tees, and trophies.

No rain date. Refunds only in the event of cancellation. Registration strictly limited to first 40.

FIRST ANNUAL TENNIS TOURNAMENT

Sunday, October 7, 1990
2:00 P.M. – SHARP!

LOCATION: Indoor Courts

EQUIPMENT: Bring your own racquet and balls

FEE: $20.00 includes court rental and trophies

Registration will determine type of tournament to be held. Refunds only in the event of cancellation. Registration strictly limited to first 32.

FIRST ANNUAL BOCCI TOURNAMENT

Sunday, October 7, 1990
2:00 P.M. – SHARP!

LOCATION: To be announced — Meet at above time at Fountain in Main Lobby.

FEE: $5.00 includes trophies

No rain date. Refunds only in the event of cancellation. Registration limited to first 16.

To enter, use entry form in your recent mailing or contact Neil Miller, 747 Bruce Drive, East Meadow, New York 11554.

PROGRAM OUTLINE

SUNDAY, OCTOBER 7

9:30 - 12:30 pm	Board of Directors Meeting
12:00 - 8:00 pm	Conference Registration
1:00 - 6:00 pm	Exhibits
1:00 - 4:30 pm	Refreshments
1:00 - 3:00 pm	PRE-CONFERENCE WORKSHOP – SESSION A
3:30 - 5:30 pm	PRE-CONFERENCE WORKSHOP – SESSION B The 1991 Regents Examination in Modern Languages: A Pre-Conference Workshop by the Bureau of Foreign Languages Education
5:30 - 6:00 pm	Mass Orientation for New Attendees
6:00 - 6:45 pm	Reception in Honor of Regional Affiliate Organizations
7:00 - 8:15 pm	Dinner
8:30 - 9:45 pm	GENERAL SESSION: KEYNOTE, Awards Dr. John Brademas, President New York University
9:45 - 11:00 pm	Exhibits

MONDAY, OCTOBER 8

7:30 am	Mass
7:30 - 8:45 am	Breakfast – Service Awards
8:00 - 5:00 pm	Conference Registration
8:30 - 6:00 pm	Exhibits
9:00 - 10:15 am	SESSION A
10:45 - 12:00 pm	SESSION B
12:30 - 1:30 pm	Luncheon
1:45 - 3:00 pm	SESSION C
3:30 - 4:45 pm	SESSION D Annual Business Meeting
6:30 - 7:30 pm	Reception in Honor of Presenters
7:30 - 9:00 pm	Banquet/NYSAFLT Awards
9:30 - 11:00 pm	Social Activities

TUESDAY, OCTOBER 9

7:30 am	Mass
7:30 - 8:45 am	Breakfast Orientation Meeting for Committee Co-Chairs
8:30 - 10:00 am	Conference Registration
8:30 - 1:30 pm	Exhibits
9:00 - 11:00 am	Cultural/Professional Updates
11:00 - 11:30 am	Elevenses
11:30 - 1:00 pm	GENERAL SESSION – Issues Facing the Profession: Questions and Answers by the Bureau of Foreign Languages Education
1:15 - 2:15 pm	Luncheon

**CELEBRATE GERMAN-AMERICAN DAY
ON SATURDAY, OCTOBER 6TH
WITH YOUR STUDENTS
AND YOUR COMMUNITY!**

SUNDAY, OCTOBER 7

Pre-Conference Workshops

SESSION A 1:00 - 3:00 PM

- Visuals for Songs and Games for the Classroom
- A Potpourri of ideas for Language Teachers/Language Supervisors
- Adapting and Supplementing Textbook Materials to the Communicative Approach
- I'll Be In to See You Next Thursday
- Let Your Students Do The Talking
- Building Communicative Activities Around Realia
- Spiralling Curriculum From Checkpoint A to B

SESSION B 3:30 -5:30 PM

THE 1991 REGENTS EXAMINATION IN MODERN LANGUAGES
This workshop has no fee.
Presentor: The Bureau of Foreign Languages, State Education Department

MONDAY, OCTOBER 8

Annual Meeting Workshops/Panels

SESSION A 9:00 - 10:15 AM

- Mind Mapping – Brain Patterns for Recall and Creative Thinking
- Presenting Positive Images in Literature
- A Practical Guide to School Exchanges
- Al Di La
- Matching Curriculum to Children Using Content-Based Instruction (K-8)
- An Outcome Based on Foreign Language Program – Mastery Learning That Works!!
- Moving Forward in Articulation
- Bridging the Gap Between Teaching Difficult Grammar Aspects and Actual Proficiency Levels of Students
- Story Wagon in the Classroom
- Celebrate in Style: A Five Day Guide to Celebrating National Foreign Language Week
- Aiming for Proficiency in French, Italian and Spanish
- 1991 Quincentennial Summer Program for Spanish Teachers: King Juan Carlos Fellow
- La Connexion Quebecoise
- One Europe: The Road to 1992 and Its Impact on Foreign Language Students
- Lingua Latina Elementaria, Mei Cari Discipuli!
- IBM Workshop

(continued)

Annual Meeting Workshops/Panels

MONDAY, OCTOBER 8 *(continued)*

SESSION B 10:45 AM - 12:00 NOON

- The How-to's of Short-term Immersion Programs, Including Sample Activities
- Are You Ready For The Proficiency and Regents Exam?
- Foreign Language Teacher Training — Are We Missing the Boat?
- Coaching the Foreign Language Teacher
- Teaching to Checkpoint A Using *Spanish for Communication*
- Using Video in the Classroom
- The Non-traditional Learner and the Non-traditional Teacher
- Management Techniques in the Communicative Classroom
- Communicative Games in the German Classroom
- The Accelerated Learning Method Using Both Sides of the Brain: Learn 2,000 Words in a Month and Retain 84% (for Hebrew language teachers only)
- New Trends in Foreign Language Learning and Academic Exchanges: A British Perspective
- The Preparation of Student Teachers: The Rochester Initiative
- Latin is Fun: New Directions in Teaching Basic Latin
- Relevant Reading Using Real Resources
- Language Labs: The New Technology
- Placement of Entering Freshmen in Colleges and Universities in New York State
- IBM Workshop

SESSION C 1:45 - 3:00 PM

- How to Choose A Cultural Homestay for Your Students
- Latin Update: New Regents, New Programs, New Skills
- Telecommunications
- Gleaners II
- This Scholarship Is For You!
- Whole Language: What Does It Mean to The Second Language Teacher?
- Proficiency-Oriented Instruction In the Secondary School Classroom
- La Vida Y Obra Del Poeta Colombiano Guillermo Valencia (1873-1943)
- A New Model for Teacher Preparation: The Union College Program
- The European Community 1992
- Pathways to Proficiency: Activities and Strategies for Checkpoints A and B
- The Making and Shaping of Barbed Wire Brains: Whole Language Teaching in the FLES Classroom
- Have You Crossed the Bridge Yet?
- A Bazaar In Your Classroom
- Working With the New Teacher
- IBM Workshop

SESSION D 3:00 - 4:45 PM

- Designing A Methods Course to Train Tommorow's Teachers
- French In Action In the French Classroom
- Creative Ways of Incorporating Proficiency Exam Preparation Into the Foreign Language Classroom
- Usable Videotapes In French of Mali, The Ivory Coast and Senegal
- Space Arc: An Interdisciplinary Project
- FLES Networking Session Sponsored by National Network for Early Language Learning

(continued)

Annual Meeting Workshops/Panels

SESSION D *(continued)*

- Testing In the Communicative Curriculum – Sponsored by AATG
- Make It and Take It
- Teaching Foreign Language To the Student With Special Needs
- Computers In the Latin Classroom
- Reviewing/Reminiscing the Past
- The Accelerated Learning Method Using Both Sides of the Brain: Learn 2,000 Words In A Month and Retain 84%
- Toward Realistic Grammar Syllabus for Beginning and Intermediate University Foreign Language Courses
- Leave the Talking To Them and the Walking To You
- New World and Old World Foods – The Melding of Two Cuisines
- IBM Workshop

TUESDAY, OCTOBER 9 9:00 - 11:00 AM

CULTURAL/PROFESSIONAL UPDATES AND ELEVENSES

- The Portuguese Sephardic Jew
- "The Wall" Is Down! Germany – An Update
- Making Your Own Authentic Videos
- Current Events in Quebec: Recent Trends and Methods of Second Language Teaching in Quebec
- New Insights on Integrating New Technologies In the French Classroom
- Contemporary Spain
- Italy Update
- China – Behavioral Culture
- The Soviet Union – An Update
- FLES – What Works and Why!!

11:30 AM - 1:00 PM

SPECIAL GENERAL SESSION
ISSUES FACING THE PROFESSION: QUESTIONS AND ANSWERS
PRESENTED BY THE BUREAU OF FOREIGN LANGUAGES EDUCATION

Conference Announcement

Text and Context
Cross-Disciplinary and Cross-Cultural Perspectives on Language Learning

OCTOBER 12-14, 1990
CORNELL UNIVERSITY, ITHACA, NEW YORK

Pre-Conference Registration at $50.00:
THE CONSORTIUM FOR LANGUAGE TEACHING AND LEARNING
11 GROVE STREET
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WORD TORTURES
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SCOL Update

According to articles in *The Chronicle of Higher Education* (April 4, 1990; September 20, 1989; May 17, 1989), institutions of post-secondary education are exploiting their part-time faculty members. Studies indicate that 40 per cent of all college teaching is being done not by regular faculty but by part-timers or adjuncts.

The way part-timers are utilized in higher education raises serious questions concerning the integrity of undergraduate instruction. Working conditions are sub-standard and a living wage is yet to be forthcoming. Faculty unions and professional associations are in concert in not addressing the issue. The excessive reliance on part-timers should be reduced.

The New York State Council on Languages (SCOL) is aware of the inequities faced by part-time instructors. SCOL has formulated a position statement, modelled after NYS TESOL's, which expresses our concern. To make an impact, copies of the position statement were sent to each of the affiliates of the New York State Council of Educational Associations (NYSCEA). This consortium has printed the position statement in *NYSCEA Speaks* 18(3), April 1990, a publication sent not only to its 40 affiliates but also to state legislators and leading educators.

SCOL is gravely concerned with the excessive use of part-time instructors in many post-secondary English as a second language (ESL) programs in New York State. The position statement issued by SCOL was sent to the provost and/or academic vice-president of each of the SUNY institutions, to the union president of each SUNY campus, and to key administrators in the State Education Department informing them of SCOL's position on this issue and urging them to support and implement the guidelines set forth in SCOL's position statement.

The situation is clear: adjuncts are being "used" and immediate action is needed to remedy this problem. In 1982, the Modern Language Association noted the unfavorable conditions that adjuncts face and the effect on an institution's integrity, its professional standards, and its academic excellence by the proliferation of adjuncts. To better the conditions of part-time faculty, professional organizations must unite in support of this cause. NYS TESOL and TESOL have already done so. Now SCOL joins these pioneers in offering guidelines to help eliminate the unfavorable conditions facing part-timers and to arouse a consciousness of the need for justice and equity for these educators.

Ann C. Wintergerst, SCOL Chairperson

In her first article, Ann Wintergerst, chairperson of the State Council on Languages (SCOL), introduced you to SCOL, its membership, its function, and its purposes. She also alluded to one of the main goals of the consortium for this year: to develop a statement explaining SCOL's philosophy on the theme of "two languages for everyone" with contributions from each of the five constituent member organizations (CMO's) reflecting their major areas of expertise and interest.

Richard Quintanilla, chairperson of the publication committee, reported that the project is now under way. Each of the five CMO's will focus on research issues and/or pedagogical issues that have special meaning for the respective organizations. Some of the areas that have been suggested include: the importance of the classics for developing reading skills, native language instruction for bilingual speakers, early identification of potential language teachers in high schools, teaching linguistic concepts in the lower grades, transitional level ESL and academic English versus functional English.

At the last SCOL meeting, a framework was outlined for the materials to be included ranging from introductory remarks on SCOL, to the contributions of the five CMO's, to a projection for the future endeavors of this statewide organization. The CMO's are enthused about this project which will be featured in the November 1990 issue of the New York State Association of Foreign Language Teachers' *Language Association Bulletin* and will be made available to the membership of CAES, NYSABE, NYSAFLT, NYSCOL, and NYS TESOL.

PROFESSIONAL CALENDAR

Sept. 13-14	- NYSAFLT/SUNY Binghamton Articulation Symposium
Sept. 21	- Columbus: Countdown 1992, 6th Annual Awards Dinner "200 Club" 200 5th Ave. at 23rd Street
Oct. 7-9	- NYSAFLT Annual Meeting Concord Hotel
Nov. 3	- New York City Regional New York University
Nov. 3	- Mid-Hudson Regional Meeting
Nov. 3	- Western New York Regional Heim Middle School, Williamsville
Nov. 17-19	- ACTFL/AATG/AATI Annual Meeting, Nashville, Tennessee
Dec. 1	- Westchester Regional Meeting

(continued from page10)

The "Issues" course should emphasize the special needs of both the middle and high school student. Visits to each school should be required well before the student teaching experience, giving the aspiring teacher the opportunity to observe veteran teachers in action. A minimum of twenty-four hours of *proficiency-based* foreign language study should also be required.

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The course in applied linguistics should include the study of topics relevant to both foreign language acquisition and teaching, i.e. psycholinguistics, error analysis, the decoding process, interlanguage etc. This course is vital because it requires the teacher candidate to consider how language comprehension is related to the acquisition of knowledge, how one's second language is related to the first, how languages are encoded and decoded, and how languages are acquired. Just as the reading teacher must have a basic understanding of the reading process, so must the foreign language teacher have a basic understanding of the various aspects of language acquisition. Considering the importance of accurately monitoring the student's level of proficiency, a separate course in testing should also be required.

At the graduate level, electives could be chosen from areas such as education, applied linguistics, linguistics, TESOL, translation, or further studies in the foreign language.

Most colleges and universities offer many of the courses I am proposing as electives, and some of the courses have always been degree requirements. From my point of view, *they should all be required* if we are truly serious about better preparing future foreign language teachers for the demands of proficiency-based instruction.

I hope my proposal will serve as a springboard for further discussions centered around improving foreign language teacher education programs, and that revisions of current programs will reflect the growing importance of specialized foreign language study.

FOOTNOTES

[1] John B. Webb, "Today's Foreign Language Professionals Prepare For the Future: A Report of the 1989 NYSAFLT/SED Colloquium," *Language Association Bulletin,* XLI (January 1989), p. 5.

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[2] Ibid.

[3] Ibid.

[4] Section 80.16 of the Regulations of the Commissioner of Education, State Education Department of the State of New York. On May 19, 1989 the Board of Regents adopted new requirements for the certification of elementary and secondary school students, effective September 1, 1993.

[5] Barbara H. Wing, "For Teachers: A Challenge for Competence," in *The Challenge for Excellence in Foreign Language Education,* ed. Gilbert A. Jarvis. Middlebury, Vermont: Northeast Conference, 1984.

[6] Mario Donatelli, "Nothing New Under the Sun," *Language Association Bulletin,* xxxix (November 1987), p. 8.

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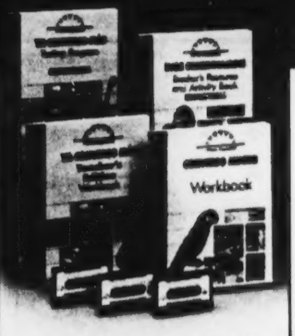

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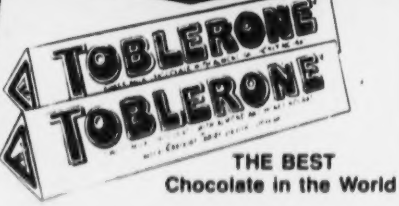

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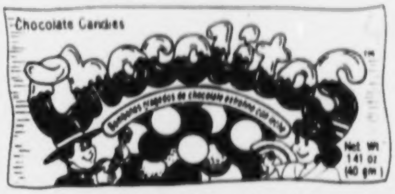

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The First Year Teacher: Transition to Professionalism

Adam H. Yuro

The teacher may be familiar with the expression "sink or swim" when he refers to the first professional year. He may recall the trials and tribulations of entering the field and discovering that the job makes an isolation chamber feel like Times Square on New Year's Eve. Administrators may ignore the first year teacher. Teachers may correct and criticize the budding young professional. In addition, the students are constantly testing the new teacher. Where does one turn for guidance? Within recent years, there has been a turnaround in the field of education. Veteran teachers are acting as mentors for first year teachers. Administrators are organizing "New Teacher Orientation Programs." According to Eva Travers, Professor of Education at Swarthmore College, "Theory and technique should be the joint investigation of theory and practice giving student-teachers time to synthesize."[1] Courses previously considered to be ethereal are now being applied in the field. The field of education is just beginning to give swimming lessons to the first year teacher.

On February 3, 1990, The Department of Education at Vassar College hosted a one day workshop entitled *"The First Year Teacher: Transition to Professionalism."* This workshop was funded by the Consortium for Excellence in Teacher Education, a group of sixteen colleges and universities on the East Coast, all of which prepare teachers for public schools. The purpose of the workshop was to discuss with first year teachers the typical joys and sorrows they encounter during that period of time, according to Thomas McHugh, Professor of Education at Vassar College.[2] An agenda consisting of four general topics was set by the Department of Education:

A) Classroom Management
B) Communicating with Parents
C) Relationships Within the School
D) Handling The Workload While Maintaining Creativity

A) CLASSROOM MANAGEMENT

There are many methods of classroom management. Regardless of the theory, there are three basic elements: establish oneself as the authority figure, be firm yet fair, and then relax this tight hold *IF* the classroom climate calls for it. Teachers should know how to work the channels because students will test them. Although there may be an administrator in charge of discipline, teachers must still establish themselves; it is not wise to call on others for assistance unless it is absolutely necessary. Talking with other teachers, guidance counselors, school psychologists, and social workers is helpful. However, these conversations should not turn into bitching sessions which are contagious and rarely helpful.

B) COMMUNICATING WITH PARENTS

There are two ways of contacting the parent: by telephone and by letter. Both forms of contact are equally essential. The telephone is used to develop a more personal relationship with the parent while the letter is more formal. Regardless of which method is used, diplomacy is important in communication. If the teacher needs to contact a parent because of a child's negative behavior or poor grades, it is advisable to initiate this contact by citing the student's good qualities, even if it means looking for a needle in a haystack. A parent should be informed that the teacher is always available. The parent and teacher should work as a team to help the child. Letters and telephone calls of commendation are equally influential. They lift spirits and reinforce desired behavior.

C) ADULT COMMUNICATION

A teacher must also learn to communicate with colleagues, administrators, members of the community, custodians, and secretaries.

Other teachers can be helpful. The majority of teachers want to share their experience with the new kid on the block. They have quite a large bag of tricks that they have developed over the years. If they want to share and help, this can be a wonderful learning experience. But one must remember, what works for one might not work for another. The first year teacher should not be afraid to firmly say, "NO, THANK YOU," regardless of the other teacher's reaction.

The administrator can also be helpful. In many ways, this person is no different from any other supervisor in any other profession. If a suggestion is made by the administrator, the first year teacher should be open minded and try it. If it does not work, the teacher should not be afraid to say so. Perhaps the administrator can recommend a variation on the original suggestion. Ideas and opinions should be heard by administrative personnel. Various committees formed during the course of the school year can give the neophyte the opportunity to voice an opinion.

Adam H. Yuro, Bedford Public Schools, Bedford, NY.

The custodians and secretaries are the backbone of the school. These unsung heroes should be treated as equals. Often people can forget this.

General socializing is a key factor. As in any other profession, socializing in the school milieu can bridge gaps, facilitate communication, and be fun!

D) HANDLING THE WORKLOAD AND MAINTAINING CREATIVITY

Each teacher must prepare and teach 'X' number of lessons each day along with all of his other professional responsibilities. With so much work, how does the idealistic first year teacher maintain his level of creativity? There never seems to be time to expand on exciting, thought-provoking ideas. Possible solutions: one week, be creative in one lesson, then shift to another lesson the next week; do not be afraid to compromise standards by using another teacher's great idea(s).

One final note: besides a teacher's professional responsibilities, she naturally has domestic ones too. Each individual must learn to balance and adjust professional commitments with domestic ones. A young, single teacher will make a different commitment to a classroom than a twenty year veteran with a working spouse and three children. Every teacher will quickly learn how to establish and balance life's priorities.

Finally, networking is crucial to teachers. John Webb of Hunter College High School states, "The curricula of the teacher education courses and the program of course offerings must be changed so that the theoretical becomes more closely aligned with the practical."[3] Teachers should take courses taught by teachers. Madeline Hunter and John Saphire's methods are taught by disciples who happen to be teachers too. Networking through the use of local and regional teacher centers is essential. Another way to network is through local, state, and national organizations. Periodicals with the latest methodology became available through membership.

Also, conventions and seminars on contemporary pedagogical techniques are offered, and contacts are made. A teacher can meet others interested in the same area of specialty. Thus, ideas can be exchanged even further. A final example of networking is the "visitation day." A teacher takes a professional day to attend and observe classes in another school district. Webb adds, "Teachers from neighboring schools would profit greatly from the chance to work together on curriculum projects."[4]

It is amazing to first year teachers how many different ways one can network. The three basics to remember are:

1) Teachers isolate only themselves.
2) Networking helps one grow professionally.
3) Share, share . . . that's fair!

NOTES

[1] Lecture at Bread Loaf Conference (Middlebury, Vt.) by Dr. Eva Travers, Professor of Education at Swarthmore College. October, 1987.

[2] Letter to group participants by Dr. Thomas McHugh, Professor of Education at Vassar College. December, 1989.

[3] Webb, John, "Today's Foreign Language Professionals Prepare For The Future: A Report of the 1989 NYSAFLT/SED Colloquium," *Language Association Bulletin,* XLI, 3. January, 1990.

[4] Ibid.

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(continued from page 7)

ensuing discussion, as she reviewed these important terms with them.

A single visit to any school cannot give one much more than a glimpse into the workings of its administration, the teacher-student relationship, and the overall curriculum. My visit to Oak View was merely a door that opened for me just slightly, allowing me to look into the workings of one school for one day. Nevertheless, it was clear to me after my visit that immersion is indeed an idea whose time may very well have come. For we must admit (and we have known for a long time that it is true!) that there is *no way* students can become truly fluent in a foreign language skills when they begin to study it as late as seventh grade and when they have no more than five 42-minute contact hours with it each week.

Parents, principals, superintendents, school boards and community members should, at the very least, be made aware of the existence of total immersion as an exciting and innovative methodology for language programs.

Can we afford not to recognize its enormous potential for our children and for our country?

WORKS CITED

(1) Lipton, Gladys, *Practical Handbook to Elementary Foreign Language Programs,* Lincolnwood, IL: National Textbook Company, 1988.

(2) Rhodes, Nancy and Schreibstein, Audrey, *Foreign Language in the Elementary School,* Washington, D.C.: Center for Applied Linguistics, 1983.

(3) Schinke-Llano, Linda, *Foreign Language in the Elementary School,* New York: Harcourt Brace Jovanovich Inc. 1985.

NYSAFLT Videotape Resource Lending Library

The Committee on Instructional Technology hopes to have the Videotape Resource Lending Library operational by November 1, 1990. The purpose of this Library is two-fold: 1) to provide NYSAFLT members with the opportunity for in-service through the videotapes and 2) to provide organizers of conferences and workshops the opportunity to view perspective presenters in advance.

In order for this project to be successful, we need to have a large quantity of videotaped workshops available. This is were you can help. If there is a workshop in your area, and you are willing to videotape it or can pursuade someone else to do it, you can provide the membership of NYSAFLT with the opportunity to benefit from the information. Here is what you need to do:

1) contact Frank Rossi (15 Crestview Dr., Pittsford, NY 14534 (716) 381-7797) to obtain Permission Release Forms to give to the presenter(s).
2) send the videotaped workshop to Frank Rossi (NYSAFLT will reimburse you for the postage). Please use brand name videotape (High Grade, if possible). Include the name, date and place of the workshop and the name of the presenter.
3) after the program is edited, the original videotape will be returned to you.
4) if you are able to edit the original videotape, you may do so. Simply send the edited program to Frank Rossi.

As Regional Meetings and School in-service workshops occur, think of NYSAFLT's Lending Library as a way of "spreading the word." ▨

NYSAFLT Member Selected Fulbright Teacher

Janice B. Brown, teacher of French at Potsdam High School, has been selected for a teacher exchange to Nogent-le-Rotrou in France for the school year 1990/91. While in France, Ms. Brown will teach English, perfect her knowledge of the French language and experience French lifestyle and culture firsthand. She will also travel to French cultural and historical sites in order to collect information for her French classes in Potsdam. This is Ms. Brown's first visit to France.

Hundreds of U.S. and foreign teachers each year fulfill professional and personal goals for increasing their knowledge and awareness of other countries, peoples, cultures and languages. As participants in the Fulbright Teacher Exchange Program, educators have the opportunity to live and work abroad and to become integral parts of their host communities through exchange teaching. The Teacher Exchange Branch of the United States Information Agency administers programs for educators to participate in direct, one-on-one exchanges with foreign counterparts from all over the world. Although most exchanges occur on the secondary school level, opportunities are available for primary and postsecondary teachers, and school administrators. Most teacher exchanges are for an academic year and involve a direct interchange of teaching assignments by U.S. and foreign teachers. Host schools grant the U.S. teacher leave-with-pay in order to participate. Teacher Exchange provides limited medical insurance coverage for the participant, and special coverage can be purchased to extend to dependents. Teachers are frequently accompanied by their families.

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Western New York Regional Conference

The 1990 Fall Regional Conference of Western New York Foreign Language Educators' Council/NYSAFLT will be held November 3, 1990 at Heim Middle School in Williamsville. A pre-conference reception is being planned for November 2 at another location yet to be confirmed. The theme of the conference will be "Meeting the Educational Challenges of the 1990's," the issues raised by Commissioner of Education Dr. Thomas Sobol.

Nancy Crick teaches Spanish at Elba Central School. Pat Seaver is Assistant Professor of Spanish at SUNYC-Geneseo and also teaches Foreign Language Methods and Materials and supervises the foreign language student teachers. The co-chairs can be contacted as follows:

Nancy Crick
174 South Main St.
Batavia, NY 14020
716/344-2023

Dr. Patricia Seaver
66 Bramble Road
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LETTERS TO THE EDITOR

The Editor welcomes letters from readers expressing their opinions about articles and comments made in the Bulletin or about issues in foreign language education. All letters will be considered for publication.

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NEW YORK STATE COUNCIL ON LANGUAGES

TWO LANGUAGES FOR EVERYONE

Classical Association of the Empire State
New York State Association for Bilingual Education
New York State Association of Foreign Language Teachers
New York State Teachers of English to Speakers of Other Languages

GUEST EDITORS

RICHARD QUINTANILLA **ANN C. WINTERGERST**

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Two Languages For Everyone: Working Principles of the New York State Council On Languages

Richard Quintanilla, *Co-Editor*
Past SCOL Chairperson, 1982-1984

"Two languages for Everyone" succinctly asserts the goal of mastery of English and another language for all. But the full meaning of the concept of two languages for everyone is revealed in the proposition that proficiency in more than one language is a positive good for the individual and for society. Both are then enriched; each in turn commands a greater destiny. When every individual begins to have access to effective opportunities to attain mastery of English and another language, society and the individual will begin to strengthen each other with the myriad forms of intelligent advancement which proficient knowledge of human languages makes possible. "It is through the knowledge of languages and cultures that we best begin to know and comprehend the scope and significance of human experience in history, from ancient times to modern; it is through the knowledge of languages and cultures that we best learn to tolerate and appreciate cultural and linguistic diversity at home, to understand our contemporaries abroad, and so achieve our full potential as citizens of the world."[1]

The New York State Council on Languages (SCOL) is based on the proposition that all individuals have the capacity to become proficient in more than one language and that multi-language proficiency is in the best interests of our society and its individuals. Two languages for everyone is the first working principle of SCOL, and it is one of the major goals of New York SCOL to help foster the notion that ability in two or more languages is both feasible and desirable. SCOL is dedicated to the development of circumstances in society and in the schools which will enable the average individual to become skilled in the use of English and at least one other language in the process of an education in the public and private schools and institutions of higher learning in New York State.

It is the purpose of SCOL to serve as a facilitating and coordinating agency for professional organizations which share the goal of two or more languages for everyone. Founded in 1981, SCOL is the first consortium of professional associations in the United States devoted to the study and appreciation of languages and both ancient and modern cultures. Promoting cross-cultural awareness and understanding is thus also a major purpose of SCOL. The constituent members of SCOL are the Classical Association of the Empire State (CAES), New York State Association for Bilingual Education (NYSABE), New York State Association of Foreign Language Teachers (NYSAFLT), and New York State Teachers of English to Speakers of Other Languages (NYS TESOL). Each of these associations is dedicated to particular concerns and interests which distinguish it from other professional groups, but each constituent member of SCOL values and supports certain fundamental ideas about language and languages.

All of the SCOL constituent members are dedicated to developing public awareness of the centrality of language in all human endeavor, especially learning. All are committed to respect for all languages and for their speakers. All highly value cultural diversity and the democratic traditions and constitutional provisions that have made our American society a great nation. All regard bilingualism as a personal and societal asset. All strongly support a multilingual New York.

SCOL recognizes the primacy of English and its absolute necessity for full participation in the life of the nation. However, SCOL also recognizes the dangers of English-only movements to rights of individuals for whom English is not a native language. SCOL opposes any and all efforts to declare English the official language of New York State or of the United States. SCOL rejects the notion that only speakers of English can become or be good citizens and that only individuals who speak English can enjoy the guarantees of civil rights and liberties. The right to free speech, for example, must not be limited to free speech in English. SCOL upholds the belief that, rather than the English language, the bond that joins Americans is formed by our democratic traditions and our constitution with its principles which enable us to remain many while united as one.

SCOL accepts as one of its major tasks promoting public awareness and understanding of the important factors that influence development of proficiency in a first and in a second language. SCOL accepts the challenge of explaining why it is important to teach languages and in languages other than English. SCOL accepts the obligation of persuading all concerned of the appropriate roles of English and other languages in the education of children and adults and in society at large. One of the chief functions of SCOL is to monitor language policies, especially in the schools, and to

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Richard Quintanilla, Julia Richman High School, New York City.

provide policy makers with its informed views on language issues. In particular, SCOL attempts to dispel misinformation and false ideas and assumptions about the nature of language development and endeavors to improve understanding of the role of language in cognitive and academic proficiency.

SCOL unequivocally supports bilingual education that develops educated bilingual individuals. Effective bilingual education, as research has demonstrated, is superior to monolingual education for bilingual/bicultural children. No thinking person can support bilingual education that does not work, as neither should one support ineffective monolingual education. Good bilingual education programs -- whether transitional, maintenance, or immersion models -- are language enrichment programs for their students, limited English proficient or native English speaking children alike. When bilingual education programs are enthusiastically supported by communities, schools, parents, and students, they are successful and effective and fulfill their mission of developing fully proficient bilingual individuals. Educated bilingual individuals personify the SCOL concept of two languages for everyone.

Psycholinguistic research has shown that individuals with bilingual skills experience greater cognitive flexibility than monolingual persons. It has also been substantially demonstrated that individuals with a strong foundation in their first language will develop greater proficiency in a second language. The fear that knowledge and use of a native language other than English will pre-empt learning capacity in English is simply erroneous. Clearly, the more one knows the easier it is to learn more. Individuals who know two languages can learn a new language more easily than those who know only their native language. It is to the benefit of all to help individuals maintain and grow in their native language when it is not English. Our nation can ill afford the loss of valuable language resources. The United States is often at a disadvantage in dealing with other countries because of a lack of linguistic expertise. SCOL regards America's English monolingualism as a great liability in this age of world interdependence.

SCOL assumes a forward looking and broad view of world events as they relate to their impact on language study in New York State. The globalization of economies around the world is an accomplished fact, and as we become more economically interdependent the importance of learning a language other than English well will become clear to more and more Americans. Even small enterprises will begin more and more to look abroad for markets for their goods and services, and entrepreneurs everywhere will begin to use the most effective language of the world marketplace -- the language of the customer; for one may buy in any language, but not so sell.

SCOL regards the position of New York State in the world economy as a most favored one because of the historical importance and established infrastructure of New York City as the country's chief center of finance and communications and because of its traditionally strong commercial and cultural links with Europe, which develops more and more every day into a unified and powerful continental economy that challenges the United States to healthy but intense trade competition. Language study which emphasizes two languages for everyone directly responds to the challenges of interdependence with the economies of Europe, Canada, Mexico, the Soviet Union, Japan, Latin America, Africa, Asia, and others yet to enter the consciousness of American commerce.

SCOL perceives a significantly important concomitant trend of worldwide linguistic and cultural resurgence that accompanies the development of global interdependence. This upsurge of identity and individualism argues for two languages for everyone not for pragmatic, but for human reasons. Everywhere, perhaps in response to economic interlacing and to the instantaneous mass media communication of the information age, people step onto the neighborhood and the world stage to assert their right to their cultural and linguistic distinctiveness. Universally, people at the end of the twentieth century insist on recognition of their identity and of who they are. A clear example of this historical reality is the successful liberation efforts of individuals and societies in Eastern Europe in late 1989 and 1990. But even the tragic events of Beijing's Tianenmen Square in June 1989 have instructed the world in the desire of individuals everywhere to be recognized for who they are as people and as individuals. SCOL considers this explosion of human consciousness as an extremely positive development that gives a human face to global interdependence and to the explosion of information technology that surrounds us today. A web of mutual destinies connects the planet now, and ideas cross time zones with the speed of satellite signals passing through worldwide television and telephone networks. Chinese students in the United States, for example, used fax machines to transmit world news clippings to the students at Tianenmen Square to assure the Beijing students of their dialogue with the world. In China, student placards were written in English and Chinese to communicate with English speaking, English reading democracies. A more vivid image of the positive power of the concept of two languages for everyone can hardly be imagined.

Global economic interdependence, the explosion of information technology, and the effective use of the democratic process by millions of people throughout the world to achieve cultural and personal identity are the features that SCOL perceives both to characterize and to accelerate events in the last decade of the century. These three developments hold great promise for the future in the view of SCOL. Each of these important developments is also seen to coincide well with the purposes of SCOL, with its views, and with its broad agendas in the schools and in society. The concept of two languages for everyone speaks clearly to the requisites of economic interdependence, of modern communications technology, and of democracy that is truly respectful of the cultural and linguistic rights of all individuals.

Furthermore, the SCOL concept of two languages for everyone also speaks to the importance of great languages and civilizations of the past, to the role of classical Greek and Latin in our post-industrial age. SCOL regards the study of the classics to be a continuing affirmation of the enduring value to world civilization of the great ideas of ancient Greece and Rome. The classics instruct us in the practical arts of rhetoric, philosophy, and logical thinking. The democratic ideals which shape our political life today are expressed in their original in the classics. Greek and Roman classics provide us with the mythology, poetic imagery, and cultivated sensibility that inform Western literature and theater. Even the latest scientific developments reflect classical Greek and Roman origins. SCOL is thus committed to the inclusion of classical languages and cultures in the educational curriculum. It is the purpose of SCOL to foster awareness of ancient cultures, as well as modern, and it is a function of SCOL to communicate the relevance and importance of the classics to all those concerned with the development of fully educated individuals who are versed in the uses of ancient cultures for success in the modern age.

The articles which follow are contributions from the various SCOL constituent members. Each article responds to the theme of two languages for everyone and each one addresses issues of special concern to professionals within that particular field and of significant importance to all language educators. They are informative articles for the information age. Each article reflects the understanding that the need to know two or more languages does not result from the need to cope with more and more information from more language sources. The need for proficiency in other languages results rather from our greater need to communicate our aspirations, values, and expectations effectively across languages, so that we remain focused on our common humanity and the best that is in us in every culture and so we are not overwhelmed and confused by the explosion of data and information of the dynamic age we live in.

Notes

1. *Language Competence & Cultural Awareness in the U.S.*: Statement of the Joint National Committee for Languages and the Council for Language and Other International Studies, 1990.

SCOL POSITION STATEMENT

Supervision of Language Education Programs in New York State

New York State Council on Languages (SCOL) is a statewide consortium on language education representing the following constituent organizations:

- Classical Association of the Empire State (CAES),
- New York State Association of Foreign Language Teachers (NYSAFLT),
- New York State Association for Bilingual Education (NYSABE),
- New York State Council on Linguistics (NYSCOL), and
- New York State Teachers of English to Speakers of Other Languages (NYS TESOL).

In the interests of advancing one of our major purposes, to promote the concept of two or more languages for everyone, SCOL is especially concerned with the quality of language education programs for all students at all levels of instruction. Both English proficient and limited English proficient students require programs to develop their second language skills in preparation for citizenship in an increasingly interdependent world. Toward this end, instruction in second language study, in English as a Second Language (ESL), and in bilingual education must be provided by qualified and trained teachers who are licensed or certified in the specific discipline.

Furthermore, these teachers need the assistance of supervisors and program administrators who are as qualified and experienced in the same type of program with the same kind of students as those teachers they supervise. Only in this way can we ensure the continued growth and professional development of language educators in our schools.

Therefore, in representation of 5,000 language professionals throughout New York State, and in recognition of our responsibility to serve in an advisory capacity to state and local educational agencies in advocating effective programs of language instruction, SCOL supports the establishment of separate certification and tenure areas, K-12, for school administrators and supervisors in second language study, in ESL, and in bilingual education. We call upon our constituent associations and their members to actively work together to achieve this goal.

The Classics' Response to Language as Communication

Dorothy Nicholls
Classical Association of the Empire State

Since its founding in 1964, CAES has been active in advancing the interests of the Classics in New York State. It is the goal of CAES to promote the position of Latin at all levels in both public and private school curricula in the state and to provide opportunities for intellectual growth and cooperation among Classicists.

Latin is enjoying a major resurgence throughout the country. National Latin enrollments in public schools have risen 18% in 9 years (150,470 in 1976 to 176,841 in 1985). In New York State enrollments in public schools have risen even more dramatically, some 48% in 10 years (12,305 in 1978 to 18,180 in 1988). In addition, in grades K-8 state enrollments have grown 134% in 9 years (1,442 in 1977 to 4,147 in 1985). With this sudden growth, CAES has been focusing on meeting the need for more teachers capable of teaching Latin. The organization has been working toward this end in many ways.

First, CAES offers opportunities for professional growth through its annual institute in the fall. Held in different parts of the state, this institute aims to reach as many colleagues as possible. After two years in New York City, the past two conferences were held in the Albany area, at Union College and at Skidmore College respectively. The '90 and '91 institutes will be in greater Rochester. Each year there is a different conference theme such as classical drama or women in the ancient world, but there is consistent emphasis on such current topics as:

1. Current teaching techniques and texts which help meet Checkpoints A, B, and C of the State Latin Syllabus,
2. Development of elementary and middle school Latin curricula,
3. Motivational techniques for the classroom including games, drama, or mythology units,
4. Dialogue between secondary schools and undergraduate institutions in New York State,
5. Etymological relations between Latin and Greek and the modern languages,
6. Successful programs in which Latin is taught to all students in a system,
7. Summer study opportunities,
8. National and local grants,
9. Oral Latin,
10. Archaeological finds and their implications, and
11. Graeco-Roman influences in today's art, music, history, law, and government.

Because there are usually only one or two Latin teachers in a school system, the CAES Institute is an important time for idea swapping and professional camaraderie.

Next, the *CAES Newsletter* is published three times a year. This Newsletter reinforces the information gained at the institute and keeps members informed about opportunities for study, conferences for teachers and/or students, innovative programs around the state, and book and media reviews.

In addition to the Newsletter, CAES has been active in publishing several teaching handbooks. Recent publications include: *Literature* by David Perry in which the author suggests texts and methods to meet Checkpoints A, B, and C of the State Latin Syllabus, *Latin for Communication* and *Roman Civilization* by Robert M. Costa which provides an excellent annotated bibliography on many aspects of Roman culture. Forthcoming in this series is *New York State College Classics Programs* which lists all the New York State colleges and universities, both public and private, which offer Latin and/or Greek or Classical Studies with a synopsis of their programs.

To encourage college students to enter the field of teaching the Classics, CAES currently offers two incentives. One is the Terry Walker Scholarship, an annual grant of $1500, which is awarded to a Classics major from New York State who has completed at least the sophomore year in college and who plans to teach either Latin or Greek. The other is College Classics Week, a program for high school students which offers a week of college mini-courses in the summer. The program has been offered eight times since 1970 on the campuses of S.U.N.Y Albany, Syracuse University, and Cornell.

For teachers and prospective teachers of Latin, CAES has regularly offered a number of week-long summer workshops which have included such topics as teaching strategies, oral Latin, drama in the classroom, Roman costumes, Roman banquets, and analysis of the latest textbooks and current methodology. To allow as many people as possible from around the state to participate, these workshops have been offered in a variety of locations including S.U.N.Y. Albany, Colgate University, Fordham

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Dorothy Nicholls, John Jay High School, Katonah, New York.

University, and Elmira College. In the summer of 1990, S.U.N.Y Stony Brook hosted another of these CAES-sponsored workshops for Latin teachers during the week of July 16-20.

CAES has cooperated with S.U.N.Y. Stony Brook in providing financial support, staffing, and a communications network for its summer Latin program. Now entering its fourth summer, this program offers undergraduates, graduate students, teachers new to Latin teaching, and experienced Classicists the opportunity to study together for four or five weeks. The session is inexpensive, and students can receive undergraduate or graduate credit for their work. Course offerings include basic Latin grammar, an intensive review of Latin grammar and two electives in literature that vary from year to year: a prose survey, a poetry sampling, Vergil, the historians, Medieval Latin, drama, and mythology through poetry. Not only does CAES give money to the program itself, but it offers a reduction in tuition fees to any CAES member who enters the program.

Finally, CAES is constantly reaching out to learn from and support other language organizations. One of the most beneficial aspects of CAES is its direct link with the Bureau of Foreign Language Education of the State Education Department in Albany. Through the bureau associate whose specialty is Latin, CAES is informed of relevant developments in the State Education Department and participates in the development of State examinations, the syllabus, and workshop materials.

The CAES board includes representatives from the Classical Association of Western New York State (CAWNY), the New York City Classical Club, the Eastern Zone Latin Teachers' Association (EZLTA), the Nassau Classical Association (NCA), and the Suffolk Classical Society, the United Latin Teachers in the Monroe Area (ULTIMA), and the Classical Association of Central New York. CAES helps disseminate information and offers financial support to designated programs developed by these organizations.

CAES maintains a close liaison with the New York State Junior Classical League (JCL), an international organization for Latin students which currently boasts over 52,000 members with 43 chapters in New York State. JCL offers scholarships to graduating high school seniors and sponsors local, state, and national conventions and competitions including academic *certamina*, creative writing, original myths, oratory contests, costume competitions, graphic arts, computer contests, audio-visual presentations, chariot races, and athletic events. There is an opportunity for every student to compete, to visit different parts of the state or nation, to make new friends, and to experience success.

CAES feels strongly that Latin is a foreign language which not only is rewarding in itself but "enhances facility in English and in other modern languages."[1] Thus it has affiliated itself with several other New York State organizations. CAES is active on the New York State Council of Educational Associations (NYSCEA) and has representatives in the New York State Association of Foreign Language Teachers (NYSAFLT). Some of our problems are unique, but certainly we share with NYSAFLT a concern for excellence in teaching, a love of cultures different from our own, and a belief that every student in New York State should be proficient in more than one language. We also believe that the study of Latin very much helps students in their study of modern foreign language. Since we emphasize the structure of language in the beginning levels of Latin through grammar, derivation, and work study, the study of Latin sets the foundation for a better understanding of the structure of other languages and for acquiring facility in a modern foreign language. This is only one of the many reasons why about 18,000 public school students in New York State study Latin. Some public schools are now offering Latin to special education students to improve their basic reading and language skills in English.

Finally, CAES is a charter constituent member organization in the State Council on Languages (SCOL) for the same reasons that it supports NYSCEA and NYSAFLT. Along with the New York State Association of Bilingual Education (NYSABE), NYSAFLT, and the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), CAES is interested in promoting the study of languages, cultures, and ideas that can contribute to a better understanding of the world in which we live. Our challenges are the same.

Further Issues and Concerns

At the 1990 American Classical League Convention held in June at California State University at Northridge, the opening panel was entitled "Critical Instructional Issues in the Classics for American Schools." Some of the goals were peculiar to the study of Latin and Greek, but most of the topics that were raised and discussed must be the same as those put forward at modern language conventions. These national concerns reflect the issues facing CAES in New York State.

The three goals that are the special concern of Classicists are as follows:

- To formulate a rationale for the Classics and Latin, in both the elementary and secondary curricula, which would take into consideration the diversity among students and the need for a curriculum that supports multicultural, global education.
- To seek to make the teaching of the ancient world, classical literature in translation, and mythology an integral part of the school curriculum.
- To promote a role for Latin in exploratory language courses.

As the education pendulum swings from conservative, traditional education to immediate relevancy and back again, Latin and Greek always face the challenge of justifying their importance in the modern curriculum. Anyone who has studied the Classics understands that a knowledge of the past, its languages, history, literature, and culture, is essential to an understanding of the present and the future. Our next leaders must know what has gone before them before they will be able to make intelligent decisions about their future and the future of their children. Unfortunately, some administrators do not have this global view of education. They see Latin and Greek as dead languages that offer little to today's students. Even when these administrators see the value of studying a modern language and of learning English as a Second Language (ESL), they do not understand the value of Latin and Greek and do not want to offer either of these languages to their students. Often they do not include Latin in exploratory language courses. Some do not even incorporate the history, literature, and mythology of the ancient world in their English and Social Studies programs. They think students can learn in a vacuum. It is this kind of limited vision that Classicists are always fighting. Only exceptionally inventive teaching and the hard, cold fact that SAT test scores are higher for students who take Latin than for those who do not kept Latin and Greek alive during the sixties and seventies. Now Latin is on the rise nationally, but the fight continues.

While the problem of a place for the Classics in today's education is often viewed as different from the place of modern languages and ESL, the remaining goals voiced at the American Classical League Convention are equally applicable to other language organizations. The word "language" simply needs to be substituted for the original "Latin." These goals are as follows:

-- To make Latin instruction available as widely as possible and as early as possible to all students;
-- To formulate a broad and flexible set of norms regarding the balance between instruction in language and culture, the pace of instruction, and the rate at which levels of mastery of elements and structures of the language should be expected and achieved;
-- To develop measurable standards of proficiency in students' ability to read Latin at set levels of achievement, accompanied by measurable proficiency standards in listening, speaking, and writing;
-- To continue research and development of computer-assisted instruction, interactive video, and distance learning to facilitate development of language skills and to enable Latin instruction to be offered to more students;
-- To increase efforts to recruit new teachers and to retrain current teachers as Latin teachers;
-- To develop a variety of in-service training programs and summer institutes to acquaint teachers with all available methods, pedagogical strategies, and materials;
-- To improve articulation between school and college/university instruction in Latin;
-- To increase efforts in the area of public awareness and promotion of the study of the Classics, Latin, and Greek in the schools;
-- To renew commitment to networking both within the classical language profession and with the modern language profession to identify purposes in common and areas for cooperation and mutual support.

In New York State some of these goals have already been met. The Regents Action Plan has mandated that all students have one year of a language by the end of the eighth grade, and the Board of Regents provides both a Proficiency Test at the end of that year and the Regents Competency Test at the end of level three with checkpoints for levels A, B, and C or years 1, 2, and 3 of a language. Beyond that there are 2 A.P. exams that can be offered for the advanced language students on the national level.

Even though we in New York are ahead of the nation in some things, there are still a number of problems we have not overcome. In fact, new methods of teaching have created additional challenges in reaching these goals. Latin, for example, is now being taught more and more on the elementary level. How does this affect the already existing Middle School programs? Should students who have had Latin for two years in elementary school be put in with students who are just beginning their language study in Grade 7? Most of us feel they should not be mixed, but often the enrollment figures and the shortage of Latin teachers make it impossible to separate these two groups.

Another problem which stems from change is in the Proficiency exam. Since Latin is now being taught as a written language by some, as a culture by others, as a grammar by the traditionalists, and as some percentage of each by the majority, how do we write a standardized test that is reasonable for everyone at the end of one year's work in Latin? There is no common approach to the subject and certainly no common vocabulary at so early a stage. By the third year of Latin and by very different routes, students arrive at roughly the same point, but not after only one year. There is, for example, no common word for the verb to'wish or want'in the popular first-year texts. Do we have to gloss *cupio* and *desidero* and *volo*; or should the State Education Department publish vocabulary lists for Checkpoint A that students memorize before they take the exam? If we resort to the latter approach, we are going against the idea of Latin for communication. We are teaching lists to pass an exam and not using the target language to understand ideas. Vocabulary still needs to be mastered and memorization is still a necessary tool, but the words should come from the reading in order to understand, not off a list.

As technology improves, our teaching strategies must change to incorporate computer-assisted instruction into our classroom. Again, Classicists are fortunate to have the Teacher Resource Center of the American Classical League to assist us. Every year this center publishes a new annotated bibliography of computer programs for the Latin and/or Greek teacher. In the area of interactive video and distance learning, we Classicists know very little. This could well be an area in which language organizations work together to facilitate information-gathering and realization of such a resource.

One of the most pressing concerns of Latin teachers is the recruitment of new teachers. Language organizations could help each other tremendously by locating existing training centers or setting up new ones to meet this need. We need to know sources of financial aid for future teachers from schools and corporations, New York State, and the nation. Where is the money and how do we get it to the young people who want to teach? What other incentives can we offer to individuals so that they will consider teaching classical languages as a career? When the number of hours needed for teaching certification in New York increases to 36, how will young teachers find time to take courses outside their major in order to be able to teach in more than one area? Dual majors will be even more difficult to handle, and young teachers will be even less qualified to teach a second subject.

The American Classical League has realized how important it is for Classicists to cooperate with one another. This is exactly what SCOL is helping language professionals to do: to learn from one another and to help each other as we strive to make communication in another language accessible to everyone in the New York education system. We are, after all, dedicated to at least two languages for everyone.

Notes

[1] Burns, Mary Ann and O'Connor, Joseph. *The Classics in American School*. Atlanta, Georgia: Scholars Press, 1985, p.1.

SCOL POSITION STATEMENT

A Multilingual New York

Language is a personal phenomenon. It is the means by which we develop our ideas, preserve our thoughts, record the past, and communicate with each other. In America, where we value our rights, perhaps the greatest privacy is the privacy of our minds. There we deliberate in our language of choice, free from external restrictions and scrutiny.

For many decades the United States was viewed as a melting pot in which ethnic distinctions were eradicated and people aspired to become part of the perceived majority. With great sorrow for what we have lost and can never retrieve, we have now come to see America more as a colorful mosaic in which we celebrate our differences and rejoice in the richness of our diversity. The bond that joins us is the Constitution with its principles which enable us to remain many while united as one.

Part of the rich diversity we experience is linguistic. Of the more than one hundred languages spoken in New York State, at least one fourth have more than one thousand speakers each. It is to the benefit of all to help these people maintain and grow in their languages and to share these languages with their children and their neighbors even as they become proficient in English. Psycholinguistic research has shown that individuals with bilingual skills experience greater cognitive flexibility than monolingual individuals. It has also been substantially demonstrated that individuals with a strong foundation in their first language will develop greater proficiency in a second language.

Most Americans, however, are monolingual. America is at a decided disadvantage in dealing with the rest of the world because of a lack of linguistic expertise. At the same time, there has been a national movement in the opposite direction. Rather than recognizing monolingualism as a liability, there are those who would like to declare New York State an "English Only" state and the United States an "English Only" country. In so doing, they would limit the horizons not only of minorities but of the majority as well.

The New York State Council on Languages (SCOL) is a consortium of five organizations of language professionals in New York State: the Classical Association of the Empire State (CAES), the New York State Association for Bilingual Education (NYSABE), the New York State Association of Foreign Language Teachers (NYSAFLT), the New York State Council on Linguistics (NYSCOL), and the New York State Teachers of English to Speakers of Other Languages (NYSTESOL). It was formed in 1981 to foster the study and appreciation of languages and both ancient and modern cultures, to stimulate cross-cultural awareness, and to promote the concept of two or more languages for everyone. In the true spirit of the pluralistic society that we are, SCOL opposes any and all efforts to declare English the official language of New York State, and instead supports a multilingual New York.

The Role of Native Language Instruction In Bilingual Education Programs

Angela Carrasquillo, Ph.D.
President, New York State Association for Bilingual Education

> *"Success in learning a second language is contingent on a certain degree of maturity in the native language. The child can transfer to the new language the system of meanings he already possesses in his own" (Vygotsky, 1962, p. 10)*

A large proportion of students residing in the United States still have a native language that is other than English. Information based on the 1980 Census and Immigration and Naturalization records estimated that there are 7.9 million school-age language minority children in the United States. Estimates indicate that there are between 3.5 and 5.3 million limited English proficient speaking children in the United States (Waggoner, 1986). This figure, although conservative, represents a significant group for which schools must provide equal education opportunities through bilingual education instruction. Schools have a responsibility to provide equal educational opportunities to all children and youth and to provide sound academic programs that foster advanced cognitive skills and academic achievement in the classroom. The New York State Association for Bilingual Education encourages the establishment, maintenance and expansion of quality bilingual education programs which enhance academic learning through the use of the first language while learning to function in the second language.

The Bilingual Education Act of 1968 (Title VII, an amendment to the 1965 Elementary and Secondary Education Act) was passed as a response to the need to teach the growing number of persons residing in the United States with limited English proficiency. This mandate allows most projects funded under the act to use the students' native language to the extent necessary. The United States government defines bilingual education as instruction using the native language and culture as a basis for learning subjects until English skills have been sufficiently developed. In bilingual education programs students are taught cognitive areas, first in the students' native language including development of literacy skills while learning English. Bilingual education programs help students to: (a) acquire academic concepts and learning skills, (b) acquire and develop English language skills, and, (c) develop primary language skills. For students with limited English proficiency there are linguistic, academic, and cognitive benefits resulting from instruction in their native language.

Bilingual students or second language learners are more successful academically when they are first encouraged to develop concepts, vocabulary and literacy in their native language. Language development facilitates and expands intellectual growth. Background information and an extensive vocabulary facilitate learning, memory and manipulation of complex concepts. As language learners use the native language to learn, they actively construct meaning using their language background and knowledge.

The importance of native language instruction in the linguistic, cognitive and academic development of limited English proficient students has been emphasized by authorities such as Anderson (1977); Carrasquillo & Segan (1984); Cummins (1981, 1984); Goodman, Goodman and Flores (1979); Krashen (1981), United States General Accounting Office (1987); Secretary of Education Cavazos (1989); and Vygotsky (1962). All these authorities agree that since language is a means for representing thought as well as the vehicle for complex thinking, there is a need to use and develop the language students know best. Within these principles, there are several areas in which native language instruction impacts the most.

Early Language Development

Educational developments that take place during the child's first year are the most important and most in need of attention. Children acquire language in a developmental stage that begins at birth and reaches virtual completion about the age of five. During these years children learn languages by using and interacting with different forms of that language. Through this interaction and without any formal teaching, children learn the basic elements of language: its sounds,

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intonation, basic forms of speech, use of correct and meaningful words, phrases and sentences. For all children, the key to development of cognitive skills and subsequent academic success is early development of communicative and cognitive processes. Children learn the language in communicative-based and meaningful settings. Along with the child, the parents and other care takers also contribute to the child's language development. Usually this is done in the native or primary language of the child, which in many cases is not English.

For limited-English proficient (LEP) students, early native language development which capitalizes on the language experiences from home is intrinsic to the development of cognitive skills. Through the native language children are able to acquire new concepts and skills at a normal rate, concepts and skills that supposedly will be expanded and enriched in school once children reach school age (Anderson, 1977; Carrasquillo & Segan, 1984; Vygotsky, 1962). If the native language of the students is different from the language of the school and if the school does not use the children's language in the instructional setting, there is no language enrichment or concepts development; and knowledge stops until children learn the language of the school. In contrast, if the school uses the children's native language, the children's early linguistic and cognitive development is expanded resulting in their academic success.

Second Language Acquisition

One of the main objectives of bilingual education is the acquisition of English skills. When concepts are introduced and reinforced in the students' primary language, linguistic ability in general, is enhanced. Acquisition of a second language depends not only on exposure to the target language but on proficiency in the native language. Cummins (1984) has stated that: "The interdependence or common underlying proficiency principle implies that experience with either language can promote development of the proficiency underlying both languages, given adequate motivation and exposure to both, either in school or in the wider environment (p. 143)." A high level of language proficiency evidenced in both - the native language and the second language - leads to accelerated cognitive growth and therefore positive academic outcomes.

It has been found that children who have a good command of their native language (especially in vocabulary and grammatical structure) demonstrate facility in the acquisition of the second language and students may quickly develop surface language skills (in vocabulary, grammar and pronunciation) in English. Through the native language students have already mastered general concepts through cognitive and meaningful tasks (Krashen, 1981). Students use these conceptual and cognitive skills effectively in the second language environment if the second language is presented in meaningful and communicative-based settings. Competence in the second language, therefore, is a function of competence that has been developed in the native language.

Content Area Knowledge

The primary objective of bilingual education is to facilitate students' acquisition of academic concepts, knowledge and skills through the language students know best and to reinforce this information through the second language. It is recommended that limited English proficient students enrolled in bilingual programs study content areas in their primary language since this approach facilitates students' learning of new concepts and skills.

The time it takes to reach proficiency in the second language affects the ability to master content area concepts and skills. According to Cummins (1984), it takes five to seven years to reach an age-appropriate level of context reduced proficiency (academic communicative proficiency), necessary in the development of content knowledge. Students learning content areas such as science, mathematics and social studies need to study them with the least possible language difficulty. Science, mathematics or social studies achievement can be enhanced by instruction provided in the students' native language. This should continue for several years until students have mastered English language skills and are more adept at processing abstract cognitive skills through the second language.

Self-Concept and Motivation to Learn

There is a positive correlation between self-concept and academic achievement. To maximize learning, students must have a positive attitude and a positive self-concept. Since the bilingual program accepts, respects and values the language and culture of the student, this approach contributes to students' positive attitudes toward themselves. Also, since pride in the native language and culture motivate students to struggle for academic excellence students will feel "more at home" in school, and will be more motivated to learn, thus creating a self-interest in coming to school and performing all the school tasks. Thus, these effective variables establish a powerful framework for successful acquisition of English and academic achievement in the school.

Learning to Read in the Students' Native Language

Reading instruction plays an important role in the school curriculum. Through reading students learn concepts, expand language, acquire content area knowledge and become informed of what happened and what is happening in the world. The school has the responsibility to teach each child to be a competent reader since lack of reading ability can become detrimental to the students' academic and cognitive development (Carrasquillo & Segan, 1984).

In bilingual programs reading is taught in the student's native language to ensure initial reading success. Bilingual education capitalizes on the familiar

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experiences and knowledge of the child's own language. When concepts are introduced and reinforced in the student's native language linguistic ability in that language is enhanced. Growth in linguistic ability is interrelated with academic growth because language is a medium of representing thought and a vehicle for thinking. Once children have learned to read in their native language, they transfer those reading skills into English more easily because basic reading skills are transferable from one language to another. Once children have learned to read well in their native language they can use the same strategies to obtain meaning from print. These abilities provide a solid foundation for literacy skills in the second language.

Role of Native Language in Bilingual Special Education Classrooms

Bilingual handicapped students are those who, ideally, have been screened and evaluated using non-discriminatory procedures including assessment instruments in both languages and requiring the development of an educational program for each student to meet academic, social and linguistic needs. Limited English proficient students with handicapping conditions require special instruction in the language they best understand while acquiring English language skills.

Bilingual special education instruction is focused on basic academic skills to include subject area content, language development and literacy skills. The primary language is the language through which students acquire more of these conceptual and academic skills. A positive effect on literacy achievement in the primary and second languages occurs when students engage in centered native language literacy and in the development of concepts in the content areas. Through the use of the native language the teacher becomes the facilitator of learning, focusing students learning on higher order cognitive skills and integrates language use and development in all aspects of curriculum development (Ortiz & Garcia, 1988). The native language provides the foundation for acquiring English as a second language skills. Ortiz and Garcia (1988) emphasize that a strong promotion of native language conceptual skills is more effective in providing a basis for English literacy.

Conclusion

Bilingual education -- the regular use of two languages in the instructional program -- contributes to the linguistic, academic and cognitive development of students. While the particular approaches used vary widely, the term implies the use of a student's native/primary language and English as mediums of instruction. An emphasis on instructing students through two languages and enabling students to become proficient in two languages is emphasized and reinforced. This endorses the value of linguistic and cultural diversity encouraging students to become literate in their native/primary language and to develop bilingual skills throughout their schooling even into their adult lives. Bilingual education programs include classes taught in both languages in a multicultural curriculum with support for reaching full-English language proficiency without negating the first language in the process. Bilingual education supports and promotes two languages for every student, especially for limited English proficient students.

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The Issues Confronting ESOL Professionals

John L. Balbi, *President*
Richard Quintanilla, *Past President*
New York State Teachers of English to Speakers of Other Languages

Overview

New York State Teachers of English to Speakers of Other Languages (NYS TESOL) is a professional organization of teachers, student teachers, administrators, parents and other individuals concerned with all aspects of the education of limited English proficient (LEP) students at every level of education. Two languages for everyone is a natural goal for our students. NYS TESOL is committed to educational programs which provide LEP students with the linguistic and cultural skills necessary to function fully in an English speaking society, while contributing to their general educational development and helping them to maintain pride in their native language and cultural background. NYS TESOL recognizes the centrality of language in all human activity, especially learning, and proposes that English to Speakers of Other Languages (ESOL) be required instruction for all LEP students in all educational settings.

The driving force behind our efforts to represent the interests of limited English proficient students is summarized in our mission statement. It states that we are compelled to encourage professional development; to provide opportunities for study and research; to work cooperatively toward the improvement of instruction in all programs which seek to provide students with an opportunity to acquire English language skills and proficiency, whether they be carried out in monolingual or bilingual programs; to promote empathy and respect for the native culture and language and to coordinate information with other state, national and international organizations. Two languages for everyone is clearly a concept rooted in the nature of our purposes and activities.

Our mission statement mandates both short and long term goals which become a twofold thrust as we work to improve the awareness of the needs of limited English proficient students statewide and maintain and upgrade the teaching and learning environment. Each aspect of this mission has equal importance and successfully initiates us into proactive response.

Working closely with the constituent members of the State Council On Languages (SCOL), NYS TESOL has helped to develop a unified SCOL position on the role of part-time ESOL professionals in institutions of higher learning. Our efforts on this issue have been conducted both in behalf of LEP students in higher education -- a vital population and valuable human resource too often neglected by language educators -- and in behalf of professional colleagues obliged too often to work under difficult, non-professional conditions. "In cases where part-time instructors must be hired, we urge that these instructors be provided with adequate working conditions and benefits in fair proportion to those available to full-time instructors and that their professional status and contributions be recognized. Only in this way will ESL programs be able to fulfill effectively their mission of providing quality education to their students."

Turning Ideas Into Action

NYS TESOL is committed to professional development. There are six one day mini area conferences (ODMACS) held throughout the state. Each region focuses on issues pertinent to the field. Among the themes of the ODMACS held in 1989-1990, we can include Proficiency and Fluency; Multiculturalism--Doing the Right Thing; Breaking Down the Walls; Building a Global Vision; and Communication in a Perilous World. NYS TESOL also sponsors a statewide annual conference. The themes of recent conferences have been Equity, Cooperation, Excellence: Beacons for Student Success; The Professional Challenge: Teachers Setting the Agenda; Exploring Assumptions/Exploding Myths; and Realizing the Dream. Our annual conference brings together a collaboration of people sharing ideas on research and methodology. In addition to whatever university based studies an individual may have pursued, membership in NYS TESOL encourages and inspires individuals to maintain high standards of professional development. As we enter our twentieth year, this thrust, a primary importance carried over from our earliest days, remains a necessary part of our vision. What we demand of our students, we expect of ourselves.

As TESOL professionals, we constantly endeavor to stay abreast of public matters and questions that have an impact on our students and our profession. Perhaps an overriding issue which confronts us today is the English Only movement. English-only legislation, we believe, threatens our freedoms and civil rights. Many English-only laws are worded broadly and could cause the elimination of health and human services

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John L. Balbi, New York City Board of Education. **Richard Quintanilla,** Julia Richman High School, New York City.

received by residents who are not proficient in English. The right to vote, education, health and emergency services, vital government information, access to courtroom interpreters, and other civil rights are jeopardized by English-only legislation. Proponents of English-only laws, however, do not seem to be interested in promoting efforts to increase the English proficiency of LEP individuals. Instead, the English Only movement perpetuates false stereotypes of recalcitrant linguistic minorities and immigrants who are unwilling to learn English and become true Americans. The fact is that tens of thousands of LEP individuals in New York and California alone have been placed on waiting lists in the past year to attend English classes. There is no lack of a desire to learn English, only a shortage of ESOL programs for LEP residents. Nevertheless, more than 20 states have engaged in efforts to implement English-only legislation, and California, Arizona, Colorado, and Florida have passed initiatives to declare English the official state language. The U.S. Congress itself is considering amendments to the Constitution to make English the official language of the nation. Fortunately, English-only laws have to date been defeated in New York State.

NYS TESOL remains committed to the belief that the U.S. Constitution protects individual freedom and societal diversity. English-only laws seek to promote societal conformity. Such laws tend to restrict individual freedom and civil rights. The United States is a country rich in social diversity, and America is a great nation because of it. The English Only movement, we believe, only encourages language bigotry and social intolerance.

By contrast, the English Plus movement responds positively to the cultural and linguistic diversity of the American nation. English Plus establishes that the national interest is best served when all members of our society have full access to effective opportunities to acquire strong English proficiency *plus* mastery of a second language or multiple languages. NYS TESOL shares in this belief. Clearly, in order to maintain the vitality of the United States, we must demand that cultural and linguistic diversity remain an essential thread of the fabric of American society. Our constitutional values require that language assistance be made available in order to ensure equal access to essential services, education, and other rights guaranteed to all.

The work of English Plus serves LEP students by safeguarding their right to maintain native language skills and by facilitating programs which foster communicative competence in English. NYS TESOL in a sense shares a symbiotic relationship with the English Plus movement, since both work toward the same goals, and each is strengthened by the efforts of the other. Even global issues such as world peace in our lifetime, a cleaner and healthier environment, and greater social justice worldwide emerge as attainable goals as a result of efforts on behalf of LEP students and in the interests of respect for cultural and linguistic diversity when such efforts are undertaken cooperatively with groups sharing the same positive vision. NYS TESOL readily embraces the notion of two or more languages for everyone because it seeks to promote the broader understanding of how much we can accomplish as individuals by working together for a better world.

Pedagogical Concerns

As the professional organization representing those concerned with the teaching of limited English proficient students in New York State, NYS TESOL is committed to educational programs which provide LEP students with linguistic, cognitive, and cultural skills necessary to function fully within an English speaking society. Toward this end, we insist that English as a Second Language (ESL) is a basic instructional requirement for all LEP students in every educational setting.

Furthermore, NYS TESOL is especially concerned with the quality of English language instruction provided in programs for LEP students and insists on intensive English language instruction that is designed specifically for second language learners. These programs should be organized to allow individual students to progress on a continuum of language development at a rate which is consistent with the level of experience within their language learning community. Thus, programs designed for students in the early stages of English language exposure should be different from programs for students whose experience with the second language reaches a higher level of proficiency.

It is essential for each of us to be vigilant in monitoring these programs. Thus, when programs do not conform to standards which ensure student growth and self-actualization, NYS TESOL activates its voice. For example, just prior to the New York State Board of Regents discussion on passing amendments to Parts 154 and 117 of the Bilingual Education Policy Paper and Action Plan, during 1989, NYS TESOL and New York State Association for Bilingual Education (NYSAB) held a joint press conference firmly establishing our position that quality ESL and bilingual education programs throughout the state be mandated. Moreover, we asserted that programs for students who score between the 1% and 23% on a test approved by the Commissioner of Education would be different from programs serving students who score between 24% and 40% on the same test.

It is the position of NYS TESOL that both the interpersonal-social skills and the cognitive-academic skills be taught using an English as a Second Language approach which allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiralling fashion. An ESL program must be sensitive to the first languages and cultures of the students, as it facilitates their integration into the culturally pluralistic English speaking mainstream. It is essential that the program address both social as well as academic English. Social English is developed informally through face to face interaction with English speakers and formally in a classroom setting. Academic English, however, must be developed in a classroom setting.

The prevailing research in second language (L_2) acquisition suggests that LEP students in need of social English skills and those in need of academic English skills make up two different groups of students. The research also suggests that these two groups receive different ESL programs. Students in the first group should receive language instruction in linguistic structures and vocabulary essential for developing interpersonal skills. These are the building blocks on which basic skills are developed. As learners increase L_2 proficiency and meet the demands of their expanding linguistic world, they must begin to use English at a higher cognitive level to become a part of the community within which they must compete. ESL programs must be designed so as to help learners develop the ability to achieve the language competence they require. For students in need of academic English this means an instructional program focused on higher order cognitive skills and on communicative language use at a more abstract, more symbolic level.

Regardless of the focus, on social or academic English, ESL programs required by state and school district mandates to provide intensive English language instruction to LEP students must provide intensive ESL instruction characterized by greater quantity and more specialized quality than English language instruction provided native speakers of English. Also, this instruction must be provided by trained teachers licensed or certified in TESOL. Moreover, because of its concern with the development of full communicative competence in English by ESL students, NYS TESOL insists on bilingual education programs which encourage interaction in English of LEP students with their English speaking peers. Bilingual programs must include English not only in ESL instruction, but also include subject instruction and activities in English both in and out of the classroom setting. In this way, LEP students become fully proficient in English and truly balanced bilingual individuals.

But the goal of two languages for everyone which is attained through bilingual programs with a strong English skills component can also be reached in schools that cannot provide bilingual education, because of small numbers of students or great first language diversity. In such schools, NYS TESOL suggests an intensive ESL program and content-based ESL instruction. ESL content area classes teach students subject matter while developing their English language skills through second language acquisition strategies. Such a program develops skills in understanding, speaking, reading, and writing in English through functional communication at both the social-interpersonal level and at the level required for the academic setting. It attempts to prepare students to compete in the English language mainstream in a short time period. Chamot and Dunetz (1989). In *Why Content-Based ESL?* present a fuller discussion on this approach as follows:

> "With multilingual student populations, bilingual or immersion programs may not be possible because of the number of different languages represented and the scarcity of bilingual teachers. In these situations, similar content area instruction in English is provided by teachers trained in English as a second language, and share certain features, such as the special adaptation of content and teaching techniques to make instruction more comprehensible to English as a second language students (Chamot & Stewner-Manzanares, 1985).
>
> These content-based models trace their origins to English for special purposes (ESP) and English for Academic Purposes (EAP), in which adult or university students learn the vocabulary and discourse structures related to a specific profession, occupation, or academic discipline. The term sheltered comes from Sweden, where the language shelter approach is a model for bilingual education, in which the native language is taught exclusively in the primary grades and the majority language is gradually introduced thereafter (McLaughlin, 1985). In the United States context, however, sheltered English is defined variously as an approach to make academic instruction in English understandable to limited English proficient students, one in which the subject matter and the delivery of lessons is done using as many extra-linguistic clues and modifications as possible (Parker, 1984), one that simplifies the use of English to meet the academic needs of language minority students (Stack, 1988,7), and one in which teachers incorporate second language acquisition principles with traditional teaching methodology to increase the comprehensibility of the lesson for students (Watson, Northcutt, & Rydell, 1988, 60, citing Krashen, 1982). The term sheltered English thus requires considerable definition and clarification, not only to mainstream educators but also to many professionals in the field of English as a second language.
>
> In common with many similar programs, we identify the Special Alternative Instructional Programs that we work with as content-based English as a second language. We believe that this is the most descriptive term for instruction with limited English proficient students within a content framework, and one that is easily understood by our colleagues in both mainstream education and English as a second language. In a content-based English as a second language program, content,

rather than language, drives the curriculum. Language is taught functionally, as it applies to the learning of the concepts and processes central to the mainstream curriculum. Language becomes an outgrowth of content instruction, rather than a prerequisite to it."

Students in a bilingual education program find that two languages for everyone is a normal phenomenon. Many decide to study a third language before they complete high school. For other LEP students in our schools, ability in two languages is likewise a natural part of life, although it may be difficult for some to continue to study their native language, if not to begin a third language in the foreign language classroom. NYS TESOL considers LEP students to be great assets to the nation. As TESOL professionals, along with other language educators, continue to help in the educational development of this great human resource we shall all come closer each year to our goal of two languages for everyone.

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Foreign Languages Education: An Era of Challenges Renewed

John B. Webb, Ed.D.

President, New York State Association of Foreign Language Teachers

As a constituent member organization of SCOL, the New York State Association of Foreign Language Teachers (NYSAFLT) focuses its efforts primarily on the teaching of languages other than English to speakers of English. Although the Association encompasses teachers of ESL, bilingual education, and the classics, this is accomplished primarily through standing committees and through special interest sessions at conferences. However, the way in which foreign language teachers teach their target languages and work with their target student populations is greatly influenced by the work of all second languages educators, not just those from foreign languages education. In addition, many of our members teach in the other second language areas, thereby providing a valuable professional cross-pollination. It is through our interaction with SCOL, however, that we are able to acquire and retain a sense of the global picture in second language teaching. Thus it can be said that, through the joint cooperative efforts of SCOL's member organizations, the whole truly equals the sum of its parts.

Two or more languages for everyone has long been the goal of foreign language teachers in New York State. For a period during the mid seventies, a time of severe austerity in the schools, it seemed that this goal would never be achieved as schools and colleges eliminated programs and requirements and as instruction in foreign languages appeared to have less and less appeal. This was cause for intense dismay, at least on the part of foreign language educators, because speed-of-lightening advances were being made in international communications technology, and reordering of the world's economic balance appeared to be leading countries to a new level of interdependence. At that time, on the other hand, many educators and taxpayers considered our concerns to be essentially self-serving -- a desperate attempt to maintain programs so people could keep their jobs. While that was, admittedly, an important motivator, it can be said honestly that our worries about the devastating effect that monolingualism, and its first cousin chauvinism would ultimately have on this country were indeed foremost. We began to believe, as Paul Simon suggested, that we would have to set up a sign at every international airport in the US that read: "Welcome to the United States; we cannot speak your language."[1]

To some extent, those Dark Ages of language study were the result of weaknesses within the profession. "I studied foreign languages for seven years and can't speak a word," was a well-worn tale heard by most foreign language teachers on a regular basis. It epitomized many of the profession's inadequacies and haunted language teachers in their proclamations regarding the feasibility of foreign languages for everyone. Could everyone really learn a foreign language in the classroom setting of our schools? Although many of the barriers have been lifted, the goal of two languages for everyone is a challenge that remains desirable yet elusive.

In New York State, the recognition of the importance of foreign language study in the schooling of every child has been concretized in the mandates for both local high school and Regents diplomas. The need to sell the concept of language instruction or to fight for the survival of basic programs has been greatly reduced, at least for now. While the extra curricular aspects of foreign language programs that have been implemented over the years will hopefully remain, they can be carried out more as enrichment to programs than as desperate attempts to keep foreign languages popular and entice students to enroll. This has left time to concentrate on some of the more substantive dimensions of the challenges of two languages for everyone that will be outlined herein. They include: a) Full Institutionalization of the Concept of Proficiency, b) Articulation - Elementary through Postsecondary, c) Foreign Language Instruction for ALL Students, and d) Maintenance of the Less Commonly Taught Languages.

Full Institutionalization of the Concept of Proficiency

With the advent of the mandate in New York State came a revised syllabus that, rather than specifying the linguistic knowledge to be acquired by the learners, presented learning outcomes stated in terms of proficiencies or communicative functions that students should be able to perform by the end of given Checkpoints. The syllabus reflected the shift in instructional focus from a structural to a more functional orientation that was being used in Europe and gaining prominence in the US as a more realistic

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and effective means to achieve proficiency among learners.

This syllabus, placed in the hands of teachers who are not fully familiar with such an approach, has become a source of considerable frustration and anxiety. The teaching of languages is no longer a process clearly delineated by the sequence of neatly packaged grammatical structures and drills. The concept of accuracy is elusive. The body of cultural knowledge plays a different role in instruction, and the choice of instructional material now includes heretofore unusable authentic documents. Now both teachers and students are called upon to take risks and venture into the arenas of the uncertain where the fear of producing yet another generation of tongue-tied Americans is ever present. Yet, in spite of this fear that the cycle will repeat itself, and in spite of the concern that appropriately high standards will not be maintained, teachers are beginning to report that their students are demonstrating a new level of enthusiasm for language study and an ability to interact spontaneously and appropriately in a greatly expanded scope of communicative contexts.

These are amazing times in foreign language education because the profession sits at the threshold of a new era when, perhaps more than ever before, the goal of two languages for everyone will be most achievable. However, if it is to be achieved, the concept of proficiency must be fully institutionalized! Teachers of foreign languages at all levels must begin to *accept* the notion that communicative rather than linguistic competence is the goal, and they must begin to acquire a common understanding of which communicative competencies learners are actually and realistically able to attain and use at various checkpoints of the language learning process. The growing body of research and corpus of descriptive data on the sequence and amount of time in which the various competencies are acquired by learners, all associated with the ACTFL Proficiency Guidelines, form the basis of what should be common understandings held by all foreign language teachers. Alice Omaggio has referred to proficiency as the "organizing principle,"[2] and if that organizing principle is more universally understood and accepted, it will be possible to successfully define specific, attainable learning outcomes for students at each phase of the language learning continuum. Not everyone has to agree on the specific methods to achieve those outcomes because proficiency-based teaching is an approach, not a method. A full understanding of the concept of proficiency and its acceptance as the guiding principle, however, will provide a basic stability in the profession for reaching its goal. This is absolutely essential.

Right now, proficiency is *not* the organizing principle in most institutions. The grammatical orientation in which most people learned their second languages still dominates, and a pervasive lack of familiarity with the ACTFL Proficiency Guidelines and their implications regarding both the learners and the approach to teaching hinders the concept of proficiency from becoming adequately prominent. Therefore, a refocusing of the entire profession must be a priority. The work already has begun in earnest among veteran teaching staff through extensive inservice efforts. There remain, however, large numbers of teachers for whom the concept of proficiency is brand new, and avenues must be explored for the delivery of inservice that will reach those teachers. When common understanding of proficiency is shared by virtually everyone, and when proficiency indeed becomes the organizing principle, teachers will be able to speak with a common voice, the learning outcomes will be more universally understood, the selection and evaluation of effective instructional materials will be more efficient, and our ability to share teaching strategies freely will be enhanced. Then, and only then, can the profession be confident in its ability to achieve the goal of two or more languages for everyone.

Articulation - Elementary through Postsecondary

A good deal of attention has been given to curriculum and instruction at the elementary and secondary levels because the immediacy of the foreign language mandate has been felt most there. The requirement of accountability in public elementary and secondary schools, coupled with the earnest desire of some teachers at those levels to produce successful students has generated at least an awareness that will ultimately result in the acceptance of proficiency as the basic organizing principle for second language instruction. At the postsecondary level, however, the issue becomes increasingly complex.

Under normal circumstances, in order to produce a student who can function at an Advanced level of proficiency, the training process must extend beyond the elementary/secondary level. Thus, a substantial part of the responsibility for developing learner proficiency rests with the colleges and universities. Therefore, it can be said that if the institutionalization of the concept of proficiency is one of the greatest challenges to the goal of two languages for everyone, then it is equally true for the postsecondary level. Many colleges and universities have begun to move in this direction and to accept the ACTFL Proficiency Guidelines as a basis for evaluating student progress and establishing interim goals for their learners. Unfortunately, this trend is not sufficiently widespread. Furthermore, at the postsecondary level, it is severely hampered by the all-too-prevalent language-literature dichotomy and the misfocused emphasis on literature as the content of the language major.[3]

In those postsecondary institutions where proficiency is *not* the organizing principle, students are offered a panoply of courses in grammar and composition which are supposed to prepare them for the only other curricular dimension available — literature.

Literature is taught for literature's sake, most often by people who possess little or no awareness of the language acquisition process or the concept of proficiency development. For native speakers of the target language, this sequence of grammar/composition followed by literature courses poses no particular problem. Why should it? For the non-native, or the English dominant student majoring in the target language, on the other hand, this traditional sequence of language and literature, more often than not, can lead to fossilization when the learner's proficiency is, at best, within the Intermediate level. In that case, the very course offerings and instructional techniques used with students seeking proficiency in the target language end up being the very ones that defeat them in that pursuit. The result is students who are tongue-tied in the language in which they have majored.

It seems to be universally accepted that residence in the country where the target language is spoken enables every learner to avoid fossilization and to acquire at least an Advanced level of proficiency. Furthermore, the first-hand, extended contact with the target culture is both desirable and essential. It has been suggested, however, that schools abroad simply cannot accommodate every US college student wishing to study the language there during the college years. That is one reality. The other reality is that many students simply do not have the financial means to study abroad and, therefore, must rely on what their chosen colleges and universities can offer them at home. Now the *real* question is raised!. Are the curricula of those postsecondary institutions adequate to train students to function at least on an Advanced level of proficiency? If they are not, as it so often appears, then the goal of second language study for everyone, at least within the domain of the foreign language teaching profession, is NOT attainable!

Evidence of this problem abounds at an alarming rate among foreign language majors who plan to teach. Teacher trainers and cooperating teachers working with student teachers in the schools report that large numbers of prospective teachers have not acquired a level of proficiency adequate to teach even at beginning levels. Yet these very same students are enrolled in, and passing, literature courses at the college level and are slated to receive academic degrees in those languages. Certainly, if their proficiency level is not adequate for teaching, then it is not adequate for employment elsewhere either. Should the colleges be held accountable?

The foreign language teaching profession faces the challenge, therefore, not only to institutionalize the concept of proficiency but to generate models for fully articulated programs extending from the elementary through the postsecondary levels. Educators at all of those levels must begin to view their work, their responsibility, as part of a continuum during which systematically applied, proficiency-based techniques of instruction and evaluation will lead to the acquisition of the language at a desired level of proficiency. This cycle will serve not only to enable larger numbers of people to attain proficiency in the two or more languages but will speed the establishment of proficiency as the organizing principle of instruction.

Foreign Language Instruction for ALL Students

Since the mandate's implementation in New York State, all students including those with handicapping conditions have been enrolled in foreign language classes, except where official exemptions have been granted. Thus, foreign language teachers have been called upon to teach students who never would have been enrolled in a foreign language class prior to the mandate. Unlike colleagues from the other disciplines, including ESL and bilingual education, foreign language teachers, by the very elective nature of their subject, were exempt from teaching *all* students. In fact, for years, only the intellectually elite were enrolled. Now the teachers find themselves being required to work with students who generally encounter difficulty learning, who need remediation in reading, whose attention span and motivation are limited, or whose attitude toward school is less than positive.[4] Here the challenge of two languages for everyone is particularly poignant because if we are to pay other than lip service to that goal, then the profession has no choice but to find ways of achieving success with this segment of the student population.

Once again, a good deal of anxiety and frustration have arisen as dedicated and concerned foreign language teachers attempt to deal with this particular challenge for which they have neither the training nor the experience. Colleagues from other disciplines and administrators, many of whom have always worked with 100% of the student body and who have resented the foreign language teacher's exemption from it, frequently show little patience. Furthermore, many of those same colleagues and administrators, believing that the foreign language mandate presents unfair obstacles to students at risk and reduces the amount of time available for remediation, are angry about the entire foreign language issue and campaign openly against it. Therefore, while foreign language teachers themselves wrestle with their own perceived ability (or inability) to live up to the goal of two languages for everyone, they must also endure hostility from their colleagues. Unfortunately, if those hostile to the mandate had their way, a certain segment of the student population, primarily minority students and students with special needs, would be categorically denied access to more than their native language.

A student who is successful is most likely to be a motivated student. There is nothing, it seems, like success in fostering student achievement. In many instances, those students who are now enrolled in foreign languages by virtue of the mandate have never experienced much success in school. Yet, an increasing number of teachers are reporting positive reactions from those same students. It is likely that in those foreign language programs where teachers and students respond enthusiastically the organizing principle is proficiency and the underlying motto is student success.

The profession must address this question of foreign languages for non-traditional students very seriously. Foreign language teachers must work together with reading specialists, teachers of special education, school psychologists and colleagues from other disciplines who have been particularly successful with these students to identify their learning styles and their specific educational needs. Then a repertoire of teaching strategies and instructional materials must be devised, field tested systematically, and shared with others in the profession. Models of successful programs throughout the State should be presented at conferences or described in journals. Success in achieving the goal of two languages for the non-traditional student will be achieved only when the profession has a rich bank of resources from which to draw.

Maintenance of the Less Commonly Taught Languages

Traditionally, French and Spanish have had the highest enrollment followed fairly closely by German, Latin and Italian with other languages such as Russian, Japanese, Chinese, Hebrew, Polish, etc. trailing far behind.

One unexpected and potentially disastrous byproduct of the State's mandate is the precipitous decline in enrollment in all languages except Spanish in which enrollment climbs yearly. The popularity of Spanish is not surprising given the number of people in the State and nation for whom it is the native language. Students are aware of this, and they elect Spanish. At the same time, school officials, seeking to minimize operating expenses by streamlining programs, are beginning to limit the number of foreign languages offered in their districts. This has resulted in widespread reduction or elimination of such languages as German, Russian and Chinese. In some cases, even French is threatened. In short, New York is on the way to becoming a one-foreign language State - Spanish.

As the dramatic developments continue to unfold in the Eastern bloc countries, the Soviet Union and in Asia, it becomes increasingly evident that schools where only Spanish and/or French are fostered seriously jeopardize their students' preparation for the future. The goal of two or more languages for everyone applied to the world of the 21st century demands a re-examination of the traditional language offerings of the schools and the procedures by which students choose the language or languages they intend to study.

This is a very sensitive issue because it threatens to offend particular groups seeking to promote the right or the democratic desirability of their languages to have a social and political role in this country. The issue is avoided in schools because it affects the turf, indeed the actual existence, of many of the traditional languages, thereby threatening job security. Schools in New York State, however, simply cannot content themselves with meeting the mandate by offering only Spanish. NYSAFLT, the constituent member organizations of SCOL, the State Education Department and civic groups must devise ways to ensure multilanguage offerings in the State's schools. Individual sensitivities must be put aside in deference to the larger issue.

Conclusion

The advances in communications technology, the rebalancing of the world's economy and political entities, and the re-emergence of ethnic and linguistic traditions as motivators of major historical developments all continue to point to the extraordinary importance of the teaching of foreign languages and cultures within the American context. Our ability to grow as a nation, domestically and internationally, rests on our ability to speak languages and interact respectfully with cultures other than our own. This is not new; it is just more urgent.

Ultimately, the achievement of those capabilities will depend upon how well the second language teaching professions carry out their responsibilities. For the foreign language profession, there is no certainty that we will be able to do our part. Ours is a troubled history with a less-than-desirable rate of success - the tongue-tied American. A few of the particularly imposing and pressing challenges have been outlined above. Unless we address those issues honestly, energetically, systematically and in a timely fashion, we will repeat the cycle of failure. We are indeed poised on the threshold of a new era when we have the know-how and the societal support for achieving the goal of two languages for everyone. If we fail, it will be a very long time before we ever again have such a brilliant opportunity.

Notes

1. Paul Simon, *The Tongue-Tied American: Confronting the Foreign Language Crisis*, New York: The Continuum Publishing Co., 1980, 1.
2. Alice Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction*, Boston: Heinle and Heinle Publishers, Inc., 1986, xi.
3. The reader is encouraged to refer to: Dorothy James, "Re-shaping the 'College-level Curriculum: Problems and Possibilities," *Northeast Conference Reports 1989*, 79 - 110.
4. Harriet Barnett and John B. Webb, "A New Challenge: The Foreign Language Learner with Special Educational Needs," *Language Association Bulletin*, XXXVI:3, January, 1985, 3.

SCOL's Agenda: Past, Present and Future

Ann C. Wintergerst, Ed.D., *Co-Editor*
SCOL Chairperson, 1988-1990

On the eve of her appointment as the current President of the New York Board of Education, Gwendolyn Baker remarked that if she had her wish every student graduating from the public schools would speak two languages. Her comments are not only timely but they reinforce the message that the New York State Council on Languages (SCOL) has underscored since its inception in 1981, namely, to promote the concept of "Two Languages for Everyone." With the support of its constituent member organizations (CMOs), i.e., Classical Association of the Empire State (CAES), New York State Association for Bilingual Education (NYSABE), New York State Association of Foreign Language Teachers (NYSAFLT), and New York State Teachers of English to Speakers of Other Languages (NYS TESOL), SCOL has actively sought to make a difference by responding to the concerns voiced by its CMOs and their constituents, and by serving as a clearinghouse for language related issues and materials.

The Past

The history of SCOL manifests the commitment of the CMOs to foster the study and appreciation of languages and both ancient and modern cultures, and to stimulate cross-cultural awareness. This commitment is most visibly achieved at the annual conference of each CMO where the philosophy of two or more languages for everyone becomes a reality. The chairperson of SCOL and the president of each CMO are invited guests whose presence allows not only for the sharing of ideas but for the opportunity to see colleagues at work, returning to our organizations with new insights and new directions to explore. Under the auspices of SCOL, CMOs have conducted joint presentations at conferences and have supported each others' activities and viewpoints. At SCOL meetings, CMOs facilitate communication among each other and discuss areas of mutual concern and interest. The bond that unites all CMOs is one which encourages strength and unity in combating those forces that oppose our principles and our purposes.

When the need arose to counter the advocates of English-Only, SCOL formulated its position statement on "A Multilingual New York" in the true spirit of a pluralistic society and expressed its opposition to any and all efforts to declare English the official language of New York State. SCOL supported a multilingual New York instead. In a united effort our colleagues the Latin teachers, the foreign language teachers, the bilingual teachers, and the English as a second language teachers carried SCOL's message to the public showing our disapproval of English-Only laws which foster divisiveness and not unity. SCOL's unanimous endorsement of the English-Plus concept, as formulated by the English Plus Information Clearinghouse (EPIC), solidified our commitment to language rights and language policy in a multilingual world.

Another area of SCOL's concern is the struggle encountered by part-time ESL teachers to attain equity and parity in post-secondary programs. In its position statement "The Role of Part-Time Instructors in Post-Secondary Education" SCOL opposed the excessive use of part-timers in post-secondary ESL programs in New York State. In proposed guidelines that would create more favorable working conditions for our ESL colleagues and sent these to the State Education Department, academic vice presidents, university provosts, union presidents, educators, and legislators throughout the state. The immediate impact of this action generated an awareness of the inequities faced by our colleagues and prompted many universities to respond by supporting SCOL's position statement and assuring SCOL that this practice would be monitored at their institutions.

Not only our colleagues but also our students are SCOL's major concern. Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, recently stated that all young Americans should become familiar with other languages and other cultures so that they will be better able to live, with confidence, in an increasingly interdependent world (The Chronicle of Higher Education, June 1990). With the changes occurring in today's world, a nationwide effort is needed to encourage, enhance, and expand our students' proficiency in languages (The Chronicle of Higher Education, May 31, 1989). We can no longer ignore "the extent to which the entire world is rapidly becoming a stage on which the players must speak more than one language to survive and compete economically" (p. A40). Europeans and Japanese are largely bilingual and trilingual, whereas Americans are mostly monolingual. SCOL believes that we must launch an all out effort to encourage, enhance, and expand multilingual proficiency not only among native

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speakers of English but among non-native speakers as well. The benefits of this endeavor would far exceed the costs. Such an undertaking would not only enhance our understanding of other cultures but also of our own.

The Present

This issue of the *Language Association Bulletin* contained an informative collection of articles contributed by each of our CMOs, addressing our theme of "Two Languages for Everyone." In his introductory article, Richard Quintanilla offered an insight into SCOL, its purposes, and its existence. He addressed the principles of SCOL as related to our language colleagues and their individual needs, concerns, and interests. He stressed the impact of languages on society and on global interdependence. He noted the explosion of information technology and the spread of democratic processes around the world, both of which promote the viability of greater cultural and linguistic diversity in more and more societies. Clearly our combined goal must be multi-language proficiency, since we value cultural diversity, respect all languages, and recognize the centrality of language in all human endeavors.

In her article, "The Classics' Response to Language as Communication," Dorothy Nicholls from CAES emphasized the importance of Latin today and the role her organization continues to play in the professionalism of its teachers. She highlighted the opportunities for professional growth available to teachers, the incentives offered to attract college students to the Classics, the communication network with colleagues, and CAES' support of other language organizations. Nicholls addressed some major concerns faced by the Classicists, namely, the challenge of new teaching methods and computer-assisted instruction, the effects of the state proficiency exam on how Latin is taught, and the recruitment of new Latin teachers. As the "ancient" arm of SCOL, CAES remains a resource for teachers and students alike.

In "The Role of Native Language Instruction in Bilingual Education Programs" Dr. Angela Carrasquillo, president of NYSABE, discussed the school's responsibility to provide equal educational opportunities for all citizens. Early bilingual language development and a good command of the native language are essential for success in learning and in life. Carrasquillo explained that reading abilities in the native language provide a solid foundation for literacy skills in the second language and that the primary language provides the foundation for acquiring English as a second language skills. The practices of instructing students through two languages and promoting proficiency in two languages continue to be reinforced.

In "Foreign Languages Education: An Era of Challenges Renewed" Dr. John Webb, president of NYSAFLT, noted that his organization is able to acquire and retain a sense of the global picture in second language teaching. He referred to the monolingual tongue-tied American who cannot speak the language of others and stressed how proficiency in two languages is desirable yet still elusive. Today's trend is toward a communicative context in language instruction, but language majors continue to face problems regarding proficiency levels, as do the many non-traditional students or those students with learning difficulties. Multi-language offerings in New York State schools and teaching foreign languages and cultures within the American context must continue to be ensured.

In "The Issues Confronting ESOL Professionals" John Balbi, President of NYS TESOL and Richard Quintanilla, past president, presented an overview of the issues confronting their organization and the efforts undertaken to represent the interests of limited English proficient students. They describe a variety of professional development activities of NYS TESOL and address such concerns as the inequities experienced by many part-time ESOL teachers and the negative impact of the English-Only movement. The role of social and academic language proficiency in the attainment of the natural goal of LEP students -- two languages for everyone -- was highlighted.

The Future

SCOL has actively campaigned to deal effectively with the issues and concerns of our colleagues. It has expended time and effort to remedy the working conditions of our colleagues in ESL; to support a multilingual New York as envisioned by our colleagues in bilingual and ESL education; to create an awareness of the needs of Latin teachers for our colleagues in the Classics; and to sensitize others to the role of foreign languages in today's world for our colleagues in foreign language education. Through position statements, annual conferences, meetings with the State Education Department, "SCOL Update" columns in newsletters, and sharing ideas at meetings, SCOL *has* made a difference. With the steadfast support of its CMOs, SCOL has achieved greater visibility as a consortium of language professionals working towards a common goal: to promote the concept of two or more languages for everyone.

We cannot be satisfied with our achievements, for much work remains to be done. Inroads regarding the multiple language issues and controversies confronting our CMOs today and in the years ahead must be realized and acted upon by language professionals working together. As members of our respective language organizations, we have the responsibility to enlighten those whose vision of the role of language is narrow-minded, those who fail to sensitize themselves to the languages and cultures of others, and those who refuse to integrate themselves into the culturally pluralistic society in which we live. SCOL must remain the champion of these causes. It must remain open to opinions, to suggestions, and to research that support the notion of two or more languages for everyone. SCOL will affirm the rights of individuals and organizations committed to meeting the linguistic, cognitive, and cultural needs of our students, for it is the language professionals promoting the concept of two or more languages for everyone who make a difference. SCOL will then continue to thrive and accomplish gains well into the next decade.

SCOL is greatly indebted to the New York State Association of Foreign Language Teachers for making available this issue of its *Language Association Bulletin*. This publication will successfully advance the goal of two languages for everyone, for as a powerful vehicle it reaches an audience eager to pursue greater cultural and linguistic understanding.

SCOL POSITION STATEMENT

The Role of Part-Time Instructors in Post-Secondary Education

The New York State Council on Languages (SCOL) is concerned that there is an excessive use of part-time instructors in many post-secondary English as a second language (ESL) programs in New York State. ESL students represent a growing population with considerable potential, but in order for them to succeed they must be given effective ESL programs staffed by instructors working under appropriate conditions.

The steadily increasing use of part-time instructors in many programs of English as a second language at the post-secondary level is threatening the integrity, professionalism, and education excellence of these programs. Although some part-time appointments add significant dimensions to curricula and some professionals prefer to accept only part-time appointments because of other commitments, most part-time appointments are not made for educationally sound reasons. Indeed, a primary motivation for many of these appointments has been to reduce the cost of instruction.

The very conditions under which many part-time instructors are employed define them as non-professionals. Often they are hired quickly to fill last-minute openings with only a hasty review of credentials. They receive little recognition or respect for contributions to their programs or to the field. Even though many hold academic credentials equal to those of full-time instructors, they are in general denied promotions, seniority, health and other employee benefits, secretarial services, office space and a voice in the program and institutional decision making. They usually earn a substantially lower income than do full-time instructors for equivalent amounts of teaching time.

The potential damage done to programs caused by the overuse of part-time instructors cannot be precisely calculated, but some negative effects are clearly evident. Part-time instructors are often treated as marginal members of the program and rarely have the opportunity to participate, as professionals should, in the development of courses. Consequently, the continuity of sequential courses and the consistency of multi-sectioned courses suffer. Contact with students and colleagues is minimized. Thus, the programs' academic quality and instructors' morale, productivity and professional development are detrimentally affected.

In view of these conditions, the New York State Council on Languages (SCOL) urges post-secondary institutions to make new and concerted efforts to eliminate the excessive use of part-time instructors. In cases where part-time instructors must be hired, we urge that these instructors be provided with adequate working conditions and benefits in fair proportion to those available to full-time instructors and that their professional status and contributions be recognized. Only in this way will ESL programs be able to fulfill effectively their mission of providing quality education to their students.

Guidelines

SCOL offers the following guidelines for the employment of part-time instructors:

1. Limitations should be placed on the use of part-time instructors.
    - ESL Programs should be staffed primarily with full-time instructors qualified in the discipline of teaching ESL.
    - The use of part-time instructors should be limited to the minimum necessary to enrich the curriculum and to enable the program to respond to fluctuations in enrollment.
    - The splintering of full-time positions into several part-time positions should be eliminated; in other words, part-time instructors should not be used to provide teaching or professional services previously performed by full-time instructors.
    - Programs and institutions should develop a long range plan that clarifies the use of part-time instructors in terms of needs and goals of the program. This plan should establish an appropriate limit on now many part-time instructors may be hired in relation to the number of full-time instructors.

2. All part-time instructors should be treated as professionals.
    - Part-time instructors should be hired, assigned rank, reviewed, and be eligible for promotion or temporary leave according to processes broadly comparable to those established for full-time instructors.
    - Part-time instructors should be allowed a full range of professional responsibilities including participation in meetings and voting privileges.
    - Part-time instructors should either be paid a pro rata salary or receive a just salary that accurately reflects their teaching duties and an additional stipend for any duties outside the classroom they are asked to assume. Likewise, they should receive pro rata benefits.
    - Instructors hired to teach the equivalent of a full-time teaching load should be accorded the rights and privileges of full-time status.
    - Notwithstanding the need for staffing flexibility, part-time instructors should be provided with security in their work, including timely notification in writing of teaching assignments and a stated probationary time set for evaluation. After successfully completing the probationary period, termination must be for cause, with appropriate due process procedures.
    - A quality worklife should be insured for all part-time instructors. They should receive adequate orientation to their teaching assignments, programs and institutions as well as be provided with mailboxes, office space and clerical support.

State Council On Languages

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CLASSICAL ASSOCIATION OF THE EMPIRE STATE
(CAES)

The Classical Association of the Empire State, since its founding in 1964, has been dedicated to advancing the study of the Latin and Greek languages and of the cultures in which they were written and spoken. CAES reflects this dedication in its various activities – the sponsoring of an annual conference, the publishing of a statewide newsletter, the planning of special events such as College Classics Week for high school students, the preparing of promotional materials on the classics. As an organization of teachers on all levels, CAES is especially concerned with fostering dialogue and communication between the schools and colleges and among language organizations. CAES is seeking ways to answer a critical need in our field – the preparation of qualified high school Latin teachers.

NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION
(NY SABE)

The New York State Association for Bilingual Education fosters bilingualism and biculturalism as an integral part of this society. NY SABE's purposes are: to encourage the establishment, maintenance, and expansion of quality bilingual education programs which enhance academic learning through the use of the first language while learning to function in the second language; to advance recognition of the importance of bilingualism and its contributions toward better understanding among people; and to promote awareness and appreciation of the strengths of cultural and linguistic differences among people. NY SABE is an affiliate of the National Association for Bilingual Education.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS (NYSAFLT)

The priorities of the New York State Association of Foreign Language Teachers directly relate to NYSAFLT's belief that every student in New York State Should study a second language before graduation from high school. NYSAFLT is committed to the ideal that, in uniting with other professional organizations, this goal will be realized. NYSAFLT's endeavor is to implement "Two languages for everyone." This goal, which will affect every citizen in New York State and effect a new and excition preparation for the international citizen, can be achieved. NYSAFLT is committed to work with its colleagues in SCOL to achieve this unifying goal in the near future.

NEW YORK STATE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (NY TESOL)

An affiliate of International TESOL, New York State Teachers of English to Speakers of Other Languages is a statewide organization devoted to excellence in the teaching of students of limited English proficiency at all levels of education. NYS TESOL affirms the goal of more than one language for all and espouses respect and appreciation for linguistic and cultural pluralism. A primary concern of NYS TESOL educators is the learner's development of full communicative competence in English and in the other Language(s) of instructional programs.

NEW YORK STATE COUNCIL ON LINGUISTICS
(NYSCOL)

The New York State Council on Linguistics is an association of institutions of higher learning which have departments of or programs in linguistics. NYSCOL's purpose is to promote inter-campus collaboration for the development of linguistics in New York State and, in conjunction with other member organizations of SCOL, to enhance public understanding of the importance of language in the life of the individual and of society.

Language is essential to all human activity . . .

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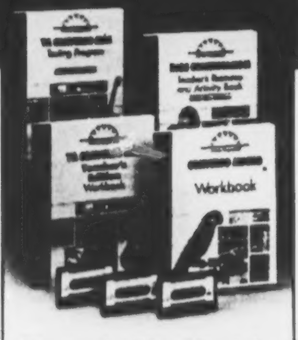

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New York State Association of Foreign Language Teachers

VOL. XLII January 1991 No. 3

Working Together: Resources For Foreign Language Instruction

Paul LeClerc

Let me begin by thanking Professor Taylor and Dr. Webb for having conspired to bring me to Binghamton this morning to meet with you and to talk about the issues that concern us as teachers of non-English languages in America. I'm lucky to come from a college that gives me a chance to teach elementary French at least once a year — I'm missing my class this morning but have my students taking a quiz — and from a college that has made admirable progress, in our campus schools thanks to the remarkable leadership of John Webb, in articulating its language programs, and in the college, thanks to the work of Dorothy James in German, of instituting a nationally recognized competency-based German program that takes students from the elementary level to senior-level courses in a highly articulated fashion.

These are important accomplishments in an area that has proven to be enormously challenging and continually frustrating. I have to admit that whenever I think about the problem of curricular integration I often long for, with all their admitted flaws, the national curricula of a highly centralized country like France. The diversity of American approaches to education, with important variations within school districts, states, and geographic regions, is nonetheless a fundamental if at times frustrating part of our own variety of democracy. The national debate over educational reforms, beginning a few years ago with elementary and secondary schools as their targets and now moving on to the post-secondary sector, will have some effect on the autonomous approach to curriculum and articulation. Just what that effect is and how durable it is, remains to be seen. We in New York State have achieved some breakthroughs, at the level of public policy if not yet of full implementation, with the new standards for high school degrees and Regents degrees. And the work that your organization has done, and the policy statements it has drafted and advocated on non-English language curricula, have to be commended for their timeliness and their thoughtfulness.

The implementation, at least at the state level for us in New York, of the kinds of integrated approach to language learning advocated by NYSAFLT simply has to be achieved if we are to produce the kind of educated citizens that will assure the economic future of our state. It seems to me that now, more than at any other time in my career as a teacher of French — and that goes back to 1966 — students appreciate the significance of second- and third-language competency. The valorization of language learning may rest more on economic than cultural considerations, but what's wrong with that? The economic benefit deriving from second-language competence may indeed turn out to be a more powerful stimulus to students than any of the others we've proposed to them in the past. My own experience in teaching French at Hunter has also given me an aperçu that I lacked in teaching at a culturally and linguistically homogeneous college such as Union in Schenectady, namely that students in a linguistically diverse institution come to language acquisition with an infinitely keener sense of the living dimension of languages, of their place and value in everyday life, and of their relevance to managing successfully in a pluralistic society. Of the twenty students I have this semester, approximately half have competency in at least one language other than English. For them, French is a third, and sometimes fourth, language.

I haven't yet heard talk at Hunter about what we

(continued on page 3)

Paul LeClerc, President, Hunter College of The City University of New York. This text represents the Keynote Address given at the September 14, 1990 Symposium, SUNY Binghamton.

Language Association Bulletin

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VOL. XLII January 1991 No. 3

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(continued from page 1)

could call the "Lehigh decision" – most of the talk has been about cutting budgets. Nonetheless, we are an institution that requires two years of non-English language for all students who haven't had three years in high school and fully thirty-five percent of our students self-identify as coming from homes in which English is not the dominant spoken language. The recent decision of the Modern Language faculty at Lehigh University in Pennsylvania to dismantle a non-English language requirement should serve, however, to focus our attention this morning on at least four issues related to non-English language acquisition in the collegiate and pre-collegiate sectors.

1. First, we should note with interest and satisfaction the reaction, at least as reported in *The New York Times,* of Lehigh's own students to the decision. I believe all who were queried on the decision were opposed to it, indicating that, at least in an admittedly small sample, student appreciation of the value of second-language acquisition outpaced that of their faculty. And these faculty were not the engineers and the accountants, after all, but the language faculty. Is deconstructing Mallarmé or Proust really all that much more satisfying than teaching language courses? Does it compare in its utility to students to attaining proficiency in a non-English language? I think not.

2. Second, I believe that the "Lehigh decision" would be more acceptable, at least to me and I suspect to many in this room, if the kinds of articulated language programs that you've been advocating were already in place and working. Comprehensive language curricula in elementary, middle and high School would indeed produce college-bound students who no longer need the required foreign language sequences that now exist on so many campuses. But they don't, not in New York and not in Pennsylvania. And a collegiate faculty, especially a collegiate language faculty, is walking as much away from its responsibilities to its field by abolishing such requirements as would an English faculty that refused to teach basic writing courses.

3. Third, even if Pennsylvania and New York were some day soon to put into effective practice the reforms in language education that we advocate, the absence of coordination across state lines is going to continue to vex us, at least at the post-secondary level. Colleges that draw their students primarily from within the confines of their state would indeed benefit mightily from program articulation. Those drawing from national and even international pools will continue to deal with heterogeneous populations in terms of second-language levels and quality of preparation.

4. A resource dimension must be playing a role in the "Lehigh decision," even though it has not been the subject of press reports. We are all hard pressed now in education, regardless of level and regardless of sector – public or private. We as language teachers and advocates are competing for ever scarcer dollars and the attainment of our goals will, I suspect, be all the harder in the immediate future. But we must continue our advocacy, using wherever possible and wherever ethical the support of our students. At the same time, our teaching in language programs must be effective and merit, by virture of the quality of its product, budgetary support from school districts, principals, deans, and provosts. And even presidents.

From where I sit, the questions that this conference is addressing are fundamental to equipping students with the skills to understand, deal, and compete successfully in a global community. Your advocacy is to be praised and should never diminish, no matter what frustrations you encounter. If there is an element of it that should be expanded, it is that the policies adopted at individual state levels be shared and, one would hope, be replicated by neighboring states. Just as the world becomes smaller, so should our country. Is it too Panglossian to imagine an America, perhaps at the turn of the century or shortly thereafter, where the articulation of language programs from kindergarten through college has been achieved throughout entire geographic regions? Or am I imposing a French national model of education on a relunctant American culture? I hope not, and I hope that the leadership position we in New York State have taken on this issue will prove infectious, leading those populous states with which we share our borders to become our partners in regional cooperation in second-, third- or fourth-language learning. ▨

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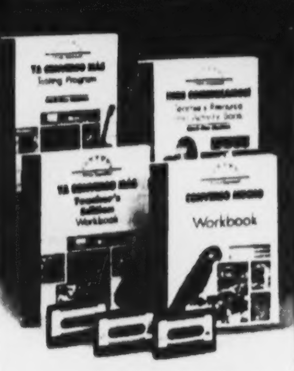

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Editor's Comments

Irmgard C. Taylor

I am very pleased to bring to our readers with this issue documentation on the NYSAFLT/SUNY Binghamton Symposium on High School to College Articulation for Foreign Language Programs held at SUNY Binghamton on September 14, 1990.

The keynote address by President Paul LeClerc, Hunter College, states the problems once again and speaks especially to the issue of articulation beyond the state, at the regional and, yes, the national level.

Sophie Jeffries reports in detail on the day's events and the structure of the symposium. The appendix of her paper lists the specific questions that were addressed during the three breakout sessions. The format of the symposium, the role of the facilitators, and the questions themselves may serve as models at other articulation workshops.

Elizabeth Bossong's contribution to this issue is yet another aid in how to approach local articulation over a long span of time in a constructive manner. She speaks from years of experience in the Binghamton area.

Finally, this issue of the *Bulletin* contains summaries of the 1989 ACTFL Priorities listed by strands. The first one, on articulation, provides general philosophical, and practical guidelines as seen from the national perspective. They should be shared especially with educational administrators and policy makers.

Readers are encouraged to respond to these articles through letters to the Editor, Many thanks to all contributors to this issue.

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

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May 15	September
September 15	November
November 15	January
January 15	March
March 15	May

All material should be typed, double-spaced, and mailed, in duplicate, to: Irmgard Taylor, Editor, 23 Floral Avenue, Cortland, New York 13045.

Spotlight On Articulation

In this column, the Articulation Committee will feature events and/or developments concerning Articulation. Please forward announcements to the Editor.

The Wayne Finger Lakes Teacher Center

. . . hosted a high school to college articulation workshop as part of an Inservice Day on October 22, 1990. Moderator was Sandy Leven.

FLATRA

Foreign Language Teachers
of the Rochester Area

. . . held a High School to College Articulation meeting on December 3, 1990, at Nazareth College.

Articulation Committee Adds New Members

Vicki Arnold, Orchard Park Middle School, Orchard Park

Nancy Aumann, SUNY Cortland

Victor Rojas, SUNY Brockport

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NYSAFLT/SUNY Symposium On High School to College Articulation

Sophie Jeffries

On September 13-14, NYSAFLT and SUNY at Binghamton hosted a Symposium for administrators of foreign language programs within the SUNY system to address the issue of high school to college articulation. The objectives of the symposium were to: 1) engage policy makers of SUNY language programs in a discussion of the implications of the Regents Action Plan for colleges and universities; 2) examine the college/university placement process; and 3) explore avenues for greater cooperation among teachers at all levels.

Since the institutions of the State University of New York receive the largest number of Regents graduates, participation in this conference was intentionally limited to representatives of the SUNY system and a select number of high school teachers who regularly deal with these schools. Of the sixteen four-year colleges and universities in the SUNY system, fourteen institutions and SUNY Central were represented. A large number of these were administrators, including nine department chairs and three deans. There was an equal balance between language teachers at the high school and the college level and representation from both the secondary and post-secondary levels of the State Education Department.

The program included an address from Dr. Paul LeClerc, President of Hunter College and a brief discussion of the Regents Exams and Modern Language Syllabus, directed by Alain Blanchet of the State Education Department. After this informational portion of the program, participants were divided into three discussion groups of 15 and the day was broken into three time periods with a specific discussion focus for each period. Discussion was guided by a series of questions which had been developed from comments submitted by participants prior to the conference (see Appendix). It was confirmed that these questions represent the major issues in high school to college articulation. While most of them remain unanswered or unanswerable, they provided a very important focus for discussions and a structure for assessing the outcomes.

Here are some highlights of the discussion:

Implications of the Regents Plan: College/university faculty present learned a great deal about the Regents Exam and the Modern Language Syllabus. *They want to know more.* Some would like to get involved in writing the Regents. The SED people present agreed that all college and university Language Departments may receive sample copies of the exams each Fall. That way, colleges can begin to answer some of their own questions about the way the exam might be used in placement and the correlation between the way languages are taught and assessed at the high school with the way they are taught and assessed at the university level.

Placement procedures: The high school teachers present learned a great deal about placement exams, language requirements and college curricula. It was quite a surprise to many high school teachers present that there exists such a wide variety of approaches to assessing incoming students at the college level — from student self-placement to computerized testing. The fact that many students repeat at the college level what they have studied in high school may be due in great part to the imperfect placement process. One very popular suggestion was that NYSAFLT promote a SUNY committee (including some high school teachers) to work on a uniform placement process.

Hiatus in High School Sequence: There was great concern on both sides about the hiatus in language study after the Regents Exam has been taken. Many participants recommended that high school and college teachers collaborate on a curriculum for Checkpoint C to bridge the gap across levels and to encourage continuation of language study after the Regents.

Outcome of the Regents: There was a general consensus that students have been exiting the Regents with varying skills and skill levels making it difficult to consider the Regents Exam as a placement tool. However, colleges have not yet received those students who have completed their entire Regents sequence in a proficiency-based program and who have taken the revised (more communicative) Regents exam. The revised exam will be administered for the first time in Spring of 1991 to students who will not enter college until Fall of 1993.

Some Options: Many specific programs were shared as models for articulation. Here are just a few:

— SUNY Plattsburgh's entry level courses have two tracks: true beginners and an accelerated course for students with 3+ years of high school. Their requirement is defined in terms of proficiency level, not seat time.

— Fredonia has a foreign language faculty member sit on the committee which evaluates student HS

Sophie Jeffries, SUNY at Plattsburgh, Plattsburgh, New York.

records for placement.

– Binghamton is developing a Foreign Language experience (FLEX) program using advanced HS and college students as teaching interns in area elementary schools.

– Albany, Hunter, Brockport, and Potsdam regularly use high school teachers as adjunct faculty and as an avenue for collegial exchange.

– Hartwick College has a special grading system for students taking coursework which repeats the level done in high school.

Conclusions

It would be impossible to represent here the many specific suggestions that arose from this symposium. In general, participants agreed on the value of such a meeting precisely because of the diversity of options presented. They reiterated the statement of the ACTFL 1989 Priorities Conference that articulation is basically a regional matter because each community has a unique set of conditions. At the same time, participants of this symposium recognized that the State University of New York and the Regents Action Plan represent two superstructures within which some broad-based model for articulation may be possible. We therefore agreed to share the outcome of this symposium with all of our colleagues in our individual communities and to initiate and support local dialogue between high school and college faculty. In addition we agreed to meet again within a year to move forward on the state-wide concerns identified at this symposium. The NYSAFLT Articulation Committee agreed to promote an expanded symposium in 1991 which would include the present network of SUNY and HS faculty and administrators plus others who are identified as responsible for curriculum development and student placement at both levels.

Perhaps the most important outcome of this symposium was the optimistic collegial exchange that occurred between participants. Dialogue was positive and productive. Issues were examined objectively and without the animosity that too often characterizes meetings between high school and college teachers. If there is such a thing as a "model" for articulation it is certainly the creation of an opportunity such as this, when colleagues at all levels agree to communicate in a spirit of professionalism.

APPENDIX

The following questions were provided to group facilitators for each of the three discussion sessions.

SESSION I – Implications of the New York State Regents. Requirement for Colleges and Universities.

1. Does the new three year requirement mean that most students enter college programs at a different point than most did two or three years ago? (i.e., 2nd and 3rd semester, rather than first?) If there is a difference, what is it? What are the concerns that this generates? What are the solutions?
2. Many HS students complete the Regents exam in 10th grade and then do not study the language until college. Why must this happen? Should it be changed? How?
3. Do students completing Checkpoint B (Regents) in HS address the skills, concepts and vocabulary that are considered equivalent to three semesters of college? If not, what is most lacking? Can this be changed? Can the college be expected to change its curriculum?
4. Does the Regents Plan relate at all to the "SUNY" notion of general education? Should we coordinate SUNY goals with the Regents Mandate? How can or should this be done?

BREAKOUT SESSION II – College University Placement Examinations

1. Do current placement exams reflect the approach taught at the high school level? How do they compare with the Regents Exam?
2. Can the Regents Exam score be used instead of a placement exam? Should the Regents Exam be used as a placement test?
3. Are four skill placement exams necessary?
4. What effect does improper placement have on the college curriculum?
5. What do high school seniors (or guidance counselors) know about college level language requirements and placement exams?
6. Too many students avoid taking a placement test or purposely fail. Why? How can this be remedied? At the college level? At the high school level?
7. New requirements for elementary education majors include one year of college foreign language study or equivalent. What are some equivalencies proposed?

BREAKOUT SESSION III – High School/College Collaboration

1. Do high school teachers serve on college faculties and vice versa? Could they? Should they?
2. Do college/high school language students exchange visits? Could they? Should they?
3. Are regional workshops available to language teachers at both levels? Who sponsors them? Who attends? How helpful are they?
4. Does your faculty regularly attend state and national conferences? Are these helpful for purposes of articulation?
5. What support do high school teachers most want from colleges?
6. What support do college teachers most want from the schools?
7. Can colleges be more involved in the development of Regents exams and the implementation of the Syllabus – especially Checkpoint C? ⊠

A Hands-On Guide to Establishing Articulation

Elizabeth M. Bossong

The issue of articulation has finally come to the forefront of Foreign Language education, as evidenced by the ACTFL priorities list and by the number of articles appearing in professional journals, including the *NYSAFLT Bulletin.*

More and more teachers from all levels of second language instruction are expressing an interest in establishing a dialogue with other links in the chain. It is important and necessary that this occur, but it is equally important that it be done in a way that is productive and nurturing for all parties involved.

I offer the following as guidelines for establishing some articulation. These are based on my experiences with various groups working on articulation. I additionally offer a caveat: Don't move too fast . . . developing a good working relationship takes time.

If you as an individual have an interest:

1) Seek out colleagues from local secondary schools and colleges that have expressed an interest in foreign language instruction. Those you have met at regional language meetings (NYSAFLT, CAFLA, FLACNY, LILT, AATSP, AATF, AATFG, etc.) are often willing to meet to discuss issues and seek out solutions. Another source through NYSAFLT would be available from the list of articulation symposium participants (September 1990).

2) Have a good balance of college and high school teachers. This helps to give well-rounded viewpoints and avoid the finger pointing that may come up.

3. Keep the group at a manageable number; 4-6 are recommended. This allows for more discussion and more give and take. You can always identify more people and include them in your workshops or "symposia" but too many in a small group become unwieldy.

4) Before jumping right in to developing articulation workshops or informational sessions, get together several times as a group in a social way. When you initiate the articulation group, start by meeting for coffee and sharing similarities and talk about some joint goals that all share that would make for interesting and productive future agendas.

5) Set an agenda for the next meeting and limit discussion to one issue. Choose one topic that deals primarily with one group at one session (eg. kinds of students high school teachers are now getting in foreign language classes) and discuss implications for the other group. This allows both groups to see the problems that the other is facing and helps the group to offer suggestions rather than condemnations. At the next meeting, choose a topic that is confronting the other group.

6) Your group may want to start out by holding pedagogical workshops of interest to all FL professors and teachers in your area. (Our Southern Tier Regional Articulation group has sponsored workshops on a variety of topics, all of which have been well-attended by both university and high school FL teachers. Some of these include: Teaching Grammar Communicatively, Testing Communicatively presentations by Prof. Claire Kramsch of MIT and UC Berkeley).

7) A second step towards building positive articulation might be to have one on one sharing visitations. Identify those teachers at both levels interested in visiting a teacher teaching the same language. I would recommend that the high school teacher approach the college teacher first and ask to spend a day with that person. The high school teacher can, after his/her visit reciprocate with the invitation. This is meant to open the eyes of both parties. I know that until I had done this, I had a prejudiced view of how a college professor spent his/her day and interacted with students. Likewise this can dispel the misconceptions that college people have about high school teachers.

8) If you do decide to have a symposium either before or after these meetings, I recommend the following as a means to setting it up:

a. Develop some topics for discussion (Some excellent topics were developed by Dr. Sophie Jeffries and Dr. Irmgard Taylor for use at the symposium held at SUNY Binghamton. These are printed in a separate article in this *NYSAFLT Bulletin).*

b. Divide the whole group into smaller breakout session groups with an equal number of high school and college people.

c. Facilitators/moderators are necessary to keep the discussion going and to move them away from offensive or defensive dialogue. The facilitators' job is to keep the tenor constructive and to have an end product of possible solutions and/or questions to be brought out at a plenary session after the breakout sessions.

d. Your articulation commitee should act as the facilitators and then choose one to lead the final

(continued on page 21)

Elizabeth M. Bossong, Vestal High School, Vestal, New York.

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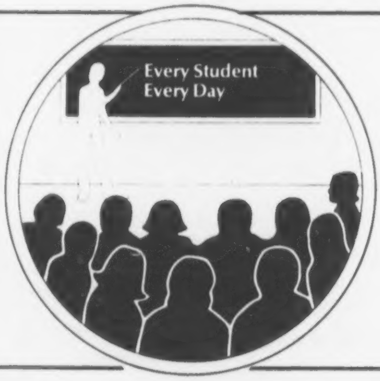

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Once Again: Why Study Literature?

Clayton Alcorn

It did not take long after classes began this fall for students in my course in nineteenth-century French literature to begin to wonder out loud why they needed to spend time studying "old-fashioned" literary texts instead of learning about "modern culture." Since the student who started the discussion is one of our most promising language majors, I decided to take the question seriously and prepare a reasoned and, I hope, convincing answer. I offer it below in the hope that it may prove useful to colleagues the next time their students – and others – ask the question, as they inevitably will.

Why study literature?

Literature helps develop our discernment and discrimination.

When we study the literature of the past, we almost always study the very best of that literature. (There are occasionally courses which study the not-so-good literature of a particular period, but such studies are usually conducted more from a sociological standpoint than a literary standpoint, and it is clear from the start that the literature under study is not to be considered of the highest quality). The great literature of the past has withstood the test of time and has demonstrated a quality which is sometimes called "universality," as well as the ability to continue to touch and move contemporary readers. By developing a sense of the elements which make a great work great, we enable ourselves to judge current works with a more informed critical eye, to "separate the wheat from the chaff." While it is also important to be informed of current literary works and trends, one should remember that very few works from any era, including our own, will truly prove to be masterworks. It takes time for the great ones to prove themselves; that is what makes the literature of the past so important. And this discernment will not be confined to literature, because literary study almost always carries with it a study of the art, music, and history of the time. This knowledge will help us make judgments about the art, music, and political events of our own time; it is an essential component of the knowledge needed to be an "educated" person.

Literature shows us how the present culture has come to be what it is.

It is almost impossible to consider literature without learning about the culture which produced it. And today's culture has evolved from that of the past; therefore, to fully understand and know the culture we are studying, we need to know how it came to be. Students enrolled in advanced-level language courses, presumably, are there because of a great interest in the language and culture being taught. They will never really know the culture of today without a broad background knowledge of the culture's evolution (e.g., why do the French of today feel the way they do about the English, and vice-versa?) Another point is that almost every literary creation – including creations of our pop culture such as motion pictures and television programs – is in some way a retelling of a great literary work of the past. As already stated, it is extremely important to be able to compare today's works to their great ancestors – and not only important, but satisfying – and even fun!

Literature is the one academic subject which encompasses every human activity and every other field of human knowledge.

Books are *about* particular subjects, and those subjects are extremely varied. Whatever subject you are interested in, someone has written a good literary work, and very often an actual masterpiece, on it. Good books are the best possible teachers.

Literature gives the students something to talk about in the language they love and want to learn.

It is a mistake to think that it is hard to discuss great literary works. Of course, they are written at a level of language, which is at a higher level than that of the average college student. But that does not mean they have to be discussed at that same level. The first task is to make sure the students have a basic understanding of the material, and if they find it difficult they should question the instructor – preferably, but not necessarily exclusively, in the target language – until their overall understanding is sufficient to undertake study at a more advanced level. Students should also remember that their instructors are ordinary people, not literary giants; we are not Hugos, or Cervantes, or Goethes ourselves; we love their works and have spent years studying them, but we did not create them. And we don't expect our students to be geniuses either; we just want to help them come to know and love the literary works with us.

A final note: as this is written, about half-way through the course, literature finally seems to have worked its magic, at least a little, on the students. Two of them have actually admitted to enjoying the poetry! And class discussions have been lively enough to allow me to assume that all eight of them are at least interested to some degree in what we are doing. So don't give up hope – just make the points listed above at the beginning of the course and be patient!

Clayton Alcorn, Department of International Communications and Culture, SUNY at Cortland, Cortland, New York.

What Is NADSFL?

NADSFL, the National Association of District Supervisors of Foreign Languages, was founded several years ago by a group of foreign language supervisors who felt the need for a nation-wide organization that would concern itself with the many aspects of administering language programs. Its members run the gamut from department chairs of single buildings to state supervisors.

Myriam Met of Montgomery County, Maryland, was instrumental in getting NADSFL rolling and was its first president. Currently, NADSFL has as co-presidents Paul Garcia of Kansas City, Missouri and Erwin Petri of Millburn, New Jersey.

NADSFL has annual meetings in conjunction with ACTFL every November. In addition, there are meetings at each of the regional language associations around the country.

Three times each year the organization publishes a newsletter. In it are articles of interest to its members including reports of association meetings, letters from the president, unusual programs from districts around the country.

NADSFL is currently undertaking a large project that will attempt to identify the attributes of good language teaching. The members at last year's annual meeting felt that many non-language administrators such as building principals don't know what to look for when observing and evaluating language teachers. A first draft of a document has been prepared by a committee headed by Jules Mandel of Los Angeles. The draft will be discussed at a number of regional meetings and will then be refined at ACTFL in Nashville. A copy of the draft will be published in the May issue of the newsletter.

In addition to the officers already mentioned above, the Vice-President is Therese Clarke of Williamsville, New York; Donna Myers of Savannah, Georgia, serves as Secretary; and Deborah Corkey-Corber of Fairfax County, Virginia, is the Treasurer.

Membership is open to all those who supervise language programs from the smallest department to the largest district. For membership information and application write to: Debbie Corkey-Corber, Treasurer, NADSFL, 4614 No. 33rd Street, Arlington, VA 22207.

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Book Review

Anna Nolfi

Title: *Spanish Three Years*
Authors: Stephen L. Levy and Robert J. Nassi
Publisher: Amsco, Inc.
Type: Student Review Book/Text/Workbook
534 pp.
Level: 2nd. semester H.S. Level 2 and above
2nd. semester college Level I, Intermediate
Reviewer: Karen E. Kopper

Before opening the cover, these authors call to mind the terms high quality, skillful writing, well-researched, up-to-date content, practical, adaptable to any curriculum, and clearly experts in their field. This volume is true to form.

With 20 Spanish-speaking countries throughout the world, as well as an ever-increasing Hispanic influence in the U.S.A., it ranges from difficult to impossible for even the best-informed instructor to be not only current, but also comfortable with such broad cultural content.

Nassi and Levy understand this concern and have responded by providing approximately 100 pages of both general and specific information in a series of articles that can be easily applied to the development of listening, speaking, reading, writing and group skills. The format is clear, and the material highly organized. Vocabulary is well suited to late level 2, level 3 or beyond in a secondary school, or late level I or intermediate college courses.

The exercises are structured to progress from simple recognition of basic content to more complex recall, application, interpretation, and creation of new ideas by the student, thus suiting a variety of classroom needs. This portion of the book alone makes it a worthwhile resource for a Spanish instructor at any level. I was surprised, however, not to find Antonio Gaudi listed under "architecture," and perhaps some of the more important modern artists could have been represented as well. In spite of these omissions, the cultural information is current and "on the mark."

In most student materials, the maps leave a great deal to be desired. This is not the case here. They are a clear, practical and useful tool for the student.

Most of the book is, of course, dedicated to the structure of the language. Although the authors take into account that the basics have been internalized by the students, there is an excellent review of this content, with exercises that can be used for group work, listening comprehension, or further development of writing skills. For review, at least one exercise is elementary, progressing to a demand for creativity and proficiency from the student as well.

The comprehensive testing section includes an outstanding array of carefully designed activities to challenge and evaluate the student in the five skill areas (listening comprehension, speaking, reading, writing, and cultural understanding). The content parallels the new Regents concepts, and the suggestions given to help the students organize their ideas and create the activities are excellent. This allows them to refine the skills developed throughout the course, and to put them to use.

The authors are to be congratulated for their collaboration on this project. ⊠

A Hands-On Guide *(cont'd from page 9)*

plenary session. My recommendation is to use a college person to do this as it is better received by both groups.

e. At the end of the symposium, give the participants a plan of action . . . something that they can do to continue the work started at your symposium. Encourage them to share what was discussed in their department meetings or write a summary and share with their department chair or principal and superintendent.

f. SET UP A DATE FOR ANOTHER CONFERENCE. The next one might include a dean or guidance chairperson or could look at the Regents or proficiency exams.

These suggestions will, I hope, provide you with a sturdy beginning and will allow for maximum participation from both sides. Once the doors have been opened for articulation, we can begin to focus on and deal with the issues that will be facing us more and more in the coming years with new and different kinds of Foreign Language students.

A cautionary note: Some frustrations will arise and be vocalized. Learning and awareness can occur from these frustrations so it is important not to let them color your feelings or alter the tenor of the articulation. Valuable insights, ideas and possible approaches, solutions, and even a new awareness of communicative competence and teaching can be reached.

If working in conjunction with a high school or college person interests you, initiate the relationship. A long journey begins with a single step. You may be surprised at how receptive others are to establish a link with your school. It benefits everyone, students included.

Talking together to make change and provide a continuum for our students is the goal. The time is now! Seize the opportunity!

Anna Nolfi, Book Review Editor, Rochester, New York.

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1989 ACTFL NATIONAL PRIORITIES CONFERENCE

SUMMARIES OF PRIORITY PROCEEDINGS

PRIORITIES COMMITTEES CHAIRMAN — ACTFL 1989 PRESIDENT: ROBERT J. LUDWIG

The papers following are summaries of the proceedings of the thirteen priority strands and represent the major issues discussed during the 1989 ACTFL National Priorities Conference, held at the Boston Marriott Copley Place, Boston, MA, on Thursday, November 16, 1989. The papers appear as they were submitted by the various committees, with no attempt at revising them for the sake of conformity.

CURRICULUM

ARTICULATION

Frank M. Grittner, Wisconsin Department of Public Instruction, Madison — Co-Chair
Irmgard Taylor, State University of NY at Cortland — Co-Chair
Heidi Byrnes, Author, Georgetown University, Washington, DC
Patricia W. Cummins, Buffalo State College, NY
Sophie Jeffries, Millbrook School, NY

Introduction

Articulation is not a field or domain but rather a perspective on optimal progression from one level of foreign language learning to the next.

Rationale

With the rapid expansion of requirements and foreign language programs, the need for coordinated continuity goes beyond the traditional dilemma of an imperfect transition between high school and college. But this rapid expansion also has the potential of pointing to a solution, since, for the first time in three decades, we can take the long view on educational and L2 development. As language sequences are extended, they will encompass levels of language ability that have heretofore not been within the reach of American public education.

The younger our learners are at the beginning of instruction, the more holistic, semantically based their language learning is likely to be. However, the full benefits of early instructional contact for ultimate attainment in a foreign language depend crucially on a careful balancing between vastly increased input and expanded opportunities for output of a broader range than we have previously targeted.

The call for articulation has particular urgency now and into the immediate future because our instructional efforts must meet, within a relatively short adjustment time, the needs of a significantly enlarged group of learners. The development of an extended sequence of language learning for an enlarged group of learners should be guided by what we know about L2 acquisition as well as the affective and cognitive development of learners.

Priority

Establish a national framework for an extended sequence of language learning that will provide the opportunity for more students to achieve an advanced level of competency. Such a sequence should:

1. Begin at the elementary level;
2. Provide for the continuity of learners' experience and progressive advancement of skill development;
3. Provide a continuous and uninterrupted sequence of L2 instruction accessible to all students regardless of the age at which the sequence is begun;
4. Define instruction in terms of instructional hours rather than years or semesters;
5. Provide a range of models for successful linkages between and across institutions;
6. In these models, account for both vertical and horizontal articulation (i.e., multidisciplinary and interdisciplinary concerns);
7. Disseminate information about this articulation framework to educational administrators and policy makers.

INTEGRATING THE ARTS IN THE SECOND LANGUAGE CURRICULUM

Janet Hegman Shier, Author, University of Michigan, Ann Arbor — Co-Chair
Gisèle Kapuscinski, Monterey Language Institute, CA — Co-Chair
Carolyn Andrade, Cincinnati Public Schools, OH
Liliane Lazar, Great Neck North High School, NY
Ann S. Richardson, Montgomery County Public Schools, Rockville, MD

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Rationale for Integrating the Arts in the Second Language Curriculum

The following priorities are based upon the recommendations in the position paper "Integrating the Arts in the Second Language Curriculum" upon consensus among the members of the committee and respondents.

1. That we identify L2 programs (including immersion programs which teach art as a subject and L2 programs which supplement instruction with activities involving the arts) which already implement the arts in their approach to language teaching and identify factors in their success which might be useful to other programs.
2. That we identify non-L2 curricula which use a cross-curricular approach involving the arts and attempt to discover any which might be useful to our own needs.
3. That we identify strategies which work at different levels of L2 learning, study the effectiveness of which arts, when, how much, etc.
4. That we consider appropriate forms of teacher training (pre-service, in-service, museum workshops, etc.) and identify ways to implement and fund such training.
5. That information to help teachers and administrators identify resources and resource persons to aid the individual teacher in instruction (e.g., local artists; museums which loan slides, provide bilingual tours, etc.) be made easily accessible.
6. That we establish a forum for teachers to share their experiences, both positive and negative, with this approach. We should attempt to identify variables which make this approach attractive or unattractive (or practical or impractical).
7. That we develop measures of assessment which meet current standards and objectives of arts education (if these are appropriate) and L2 instruction. We should follow the advances in research by Project Zero and Arts Propel and determine whether their findings merit such an approach to L2 instruction.
8. That we consider setting up pilot programs as a first step in establishing the specific benefits of this approach. Such a program might, for example, study the impact of mixing levels of proficiency for a L2 theater project. (Experience has shown that even novice level students are often able to handle major roles in a production, as long as advanced students are involved in the project.)
9. That we look beyond the field of linguistics to understand this approach. Familiarity with psycholinguistics, arts and aesthetic education, cognitive-developmental psychology, curriculum development, and educational psychology can enhance and inform our understanding of this approach and lead us to greater refinement of the theory behind it so that our efforts in the classroom will not be limited to trial and error.
10. That we explore the possibilities of evaluating our own findings on integrating the arts in L2 instruction (evaluation from teachers, students, art educators, psychologists). This standard is particularly important when we realize that evaluation of the "success" of this approach will undoubtedly determine the extent to which this approach is used.

INTEGRATING CULTURE AND GLOBAL EDUCATION

John Darcey, West Hartford Public Schools, CT
— Co-Chair
Jacqueline Benevento, Philadelphia Public Schools, PA
— Co-Chair
Donald H. Bragaw, Author,
East Carolina University, Greenville, NC
Howard Lee Nostrand, Seattle, WA
Walter Eliason, Rider College, Lawrenceville, NJ
Helene Zimmer-Loew, American Association of
Teachers of German, Cherry Hill, NJ

Dr. Bragaw begins his paper with a review of the term and concept of "global education" during the past twenty years. He points out that a major obstacle to both the term and the concept was a super-nationalistic feeling that "global education" was a direct challenge to the American way of life. Nevertheless, he argues that global education is essential and that it is the responsibility of all disciplines, not just the social studies. Unfortunately, he states, the foreign language (which he prefers to call "world language") programs almost ignore global education.

Now more than ever, it is important that students become globally conscious according to Dr. Bragaw. The very survival of the planet demands it. He cites such examples as the Chernobyl accident, the Three Mile Island meltdown, the search for nuclear waste dumps, and deforestation to make this point.

He argues that what is needed is a commitment on the part of educators to teach students the importance of global systems and the interdependence of nations. We must, in addition, inspire students to take action to preserve the natural resources which we have on this planet.

Dr. Bragaw then explores why global education has traditionally not been a part of second language learning and why it should be. He discusses four culture demands on the language teacher and how the effective teaching of these demands requires authentic materials in the classroom and an internationalization of the curriculum which should include exchanges with the countries whose language is being studied.

The paper concludes with "suggested priorities in global language programs." These eight priorities are:

1. **Global Issues:** to incorporate into world languages programs such areas as an awareness of the endangered planet;
2. **Multicultural Skills:** to recognize and respond to the harmful effects of stereotyping and ethnocentrism;
3. **Conceptual Frameworks:** to discuss major concepts such as human rights, environment, and justice;
4. **Policy Skills:** to include problem-solving and conflict management;
5. **Linguistic Experiences:** to incorporate developmental language programs in the elementary schools;
6. **Cultural Universals:** to recognize the contributions of all peoples to the "refinement of civilization" and to understand the universality of peoples' lives everywhere;
7. **Democratic Values:** to learn to accept not only personal values and those of a democratic society but also the values of a global society; and
8. **World Languages:** to drop the term "foreign language" in favor of "world languages."

LITERATURE AND COMMUNICATIVE COMPETENCE

Dorothy James, Hunter College, New York, NY
— Co-Chair
Rebecca Kline, Dickinson College, Carlisle, PA
— Co-Chair
Mary Lee Bretz, State University of New Jersey, New Brunswick
Peter Schofer, Author, University of Wisconsin, Madison
Anna Sheats, Foxcroft School, Middleburg, VA
John Webb, Hunter College, New York, NY

In presenting this summary of priorities for the 90s, the Committee notes that the structure, evolution and dynamics of the Priorities Conference did not allow us to generate a list of priorities from discussion of the position paper and the responses. Thus, the four papers and this priorities statement must be considered two separate products of the Committee's efforts.

1. The profession should explore the nature of literary response among readers from kindergarten through graduate school, in both L1 and L2.
2. The profession should investigate current pedagogical practice and theory in the use of literary texts in foreign or second language classrooms and programs.
3. The profession should determine whether there is an ideal age or level of language study at which to introduce literary texts. It should consider all consequences of such a determination, such as the eventual exclusion of certain readers from the experience of foreign or second language literature.
4. The profession should establish whether there are ideal texts or types of texts for foreign or second language learners.
5. The profession should decide whether the study of literature will remain the long-term objective of language study, as is now the most frequent case.
6. The profession should study the relationship between learning to read and learning to read literary texts in a foreign or second language. Or, the profession should study the relationship between learning to read "efferently" and learning to read "aesthetically" in a foreign or second language.
7. The profession should create detailed and humanistically-informed objectives for the study of literary texts, and, concurrently, should develop effective means of measuring growth and performance in this area.
8. The profession should focus on the questions of articulation, technology, cultural proficiency, and research, as they relate to the use of literary texts in the foreign or second language classroom.
9. The profession should make use of all findings to improve teacher training and development.
10. The profession should encourage and support, in both tangible and intangible ways, discussion of this topic among all colleagues. Definitions, critical approaches, pedagogical theory and practice, and classroom experience should compose an ongoing academic conversation that will spawn challenges we attempt to meet, rather than problems we attempt to solve, during the next decade.

INSTRUCTION

NEW TECHNOLOGIES

James Becker, University of Northern Iowa, Cedar Rapids — Co-Chair
Hyde Flippo, Wooster High School, Reno, Nevada
— Co-Chair
Sue E. K. Otto, Author, University of Iowa, Iowa City
James Pusack, Author, University of Iowa, Iowa City
Jerry W. Larson, Brigham Young University, Provo, UT
LeeAnn Stone, University of California, Irvine
Nina Garrett, Carnegie Mellon University, Pittsburgh, PA

Priorities for Encouraging the Use of Technology

Building on the issues identified by Pusack and Otto in their paper and by Garrett, Larson, and Stone in their responses, the Committee identified four major topics which need to be addressed if we are to encourage the use of technology in support of the larger goals of the profession.

1. **Teacher Training:** Teachers at all levels must be better prepared to use technology with their students and in their labs, to evaluate the benefits of various technologies, to select materials, and to create their own materials whenever the technology makes this convenient and efficient.

   Progress in this area will require a more coordinated effort nationally to modify teacher training programs in the colleges and universities and to provide extensive in-service training for teacher in the field. ACTFL and other national organizations should not only sponsor such efforts directly, but also play the role of clearinghouses for authorized training workshops on technology along the lines of the OPI workshops. A concerted national effort to acquaint our current teacher trainers with the state of the art in instructional technology could further contribute to wider dissemination of this expertise.
2. **Dissemination of Information:** Beyond obtaining training and familiarization with various technologies, faculty at all levels must have access to up-to-date information on hardware, courseware, videotapes and videodiscs, exemplary projects, effectiveness studies and other research results, and case studies of how technology has been integrated into the curriculum.

   Establishing a national database for instructional technology will require considerable investment of effort, time, and money which can only be provided by long-term funding at a level beyond the means of any single institution or association. Funding agencies should be approached by a consortium of our professional associations to explore the feasibility of such a database.
3. **Distance Learning:** The cost of providing language teaching to a wide range of students in remote locations or in less commonly taught languages has led to the proliferation of initiatives to deliver language learning via computer, video, telephone, and/or satellite technologies. The underlying assumption of such efforts is that technology can deliver language teaching successfully, often without the supervision of a certified teacher, and that lang-teaching differs little from other disciplines in this regard.

   Our profession should work constructively yet critically to evaluate these assumptions, to seek out cases where such efforts have succeeded or failed, and to develop a set of recommendations concerning the conditions under which distance learning of foreign languages is most likely to succeed.
4. **Copyright:** The expansion of electronic technologies has long since overwhelmed copyright laws and guidelines designed primarily for the printed word. The widespread availability of foreign satellite transmissions, videocassettes of foreign films and broadcasts, computer databases, and electronic news services has made massive amounts of teaching materials available without sufficient attention being paid to copyright issues.

   The profession should attack copyright problems in two ways. First, our national associations should adopt a strong and unified position concerning teachers' illegal use of copyrighted materials via the electronic media. Second, legislative efforts should be undertaken to simplify or remove the restrictions placed upon teachers who legitimately need to use copyrighted foreign materials in their classes.

TEACHING ALL STUDENTS: REACHING AND TEACHING STUDENTS OF VARYING ABILITIES

Jermaine D. Arendt, Author, Minneapolis, MN
— Co-Chair
Helen P. Warriner-Burke, Author, Richmond, VA
— Co-Chair
Kathleen Townsend, Mechanicsville, VA

In the 1980s language enrollments increased in American schools and colleges as growing internationalism influenced the thinking of educators, politicians, business and the public at large. The new forces impacting on the profession are invigorating, however they place new responsibilities on foreign language educators to teach a range of learners not commonly found in classrooms of the past. Furthermore one must question if even now enough Americans are learning second languages and if students and the public realize the committment which must be made to achieve proficiency.

1. For the vast majority of students, foreign language study begins in the junior or senior high school. This must change. The beginning must be moved down into the elementary school. In addition a major effort must be made to upgrade FLES programs.
2. Second language teachers at all levels need strong pre-service and in-service education, and leadership and resources must be sought to provide it. Areas

of special concern are:

—Educating and training the profession in the ways of the proficiency movement.

—Helping teachers to develop improved testing techniques that test valid outcomes.

—Developing national accreditation standards as a prelude for a national accreditation system.

3. Leadership and perhaps incentives are needed from the national level to encourage areas of the country where foreign language programs are weak or unavailable.
4. The profession needs to adopt classroom activities that will help an increasingly diverse student body to learn. In addition we need to carry out studies to determine other promising practices.
5. The foreign language profession in the U.S. needs to learn more about language programs in other countries.
6. The profession needs to evaluate distance learning in terms of proficiency goals and objectives.

It is essential to create new alliances with other educators, influential citizens (school boards, politicians, et al.), and the general public in working toward the goals which will improve and expand the teaching of foreign languages. At the same time we must remember that we are best prepared to make many of the decisions which need to be made. We cannot allow our less prepared collaborators to preempt the role which rightly belongs to us and which best serves the students in our schools.

Summaries on Foreign Languages in the Elementary Schools, Less Commonly Taught Languages, Pre-Service and In-Service Teacher Education, Critical Instructional Issues in the Classics, Research, Testing/Assessment, and Public Relations will be featured in the March 1991 Bulletin.

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New York State Association of Foreign Language Teachers

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The Making of the Foreign Language Teacher: A Report of the 1990 NYSAFLT/SED Colloquium

John B. Webb
Joanne Hume-Nigro

Teachers sharing ideas with teachers: this is the spirit of a colloquium. Two hundred fifty foreign language educators came together in Albany in May 1990 to question, probe and brainstorm the subject of teacher preparation. After lively discussions, the participants suggested strategies to refine this educational process. The conference was jointly sponsored by NYSAFLT, the Bureau of Foreign Languages Education Department, and Lorraine Merrick, Assistant Commissioner for General and Occupational Education.

This Colloquium was the second in a series designed to address the issue of teacher preparation. Both NYSAFLT and the State Education Department recognize that the best teacher preparation process is the one that has the endorsement of the members of the profession, the every day practitioners of the art and science of teaching. For this reason, they have sought substantive, concrete input from those professionals in order to generate a description of the teacher preparation process that can be used by foreign language educators, schools of education, certification agencies, and the profession at large. Having these descriptors clearly stated will help to insure a competent corps of teachers to populate the classrooms of the future. This goal is particularly important at this time as we face the imminent retirement of a significant percentage of the State's teaching force. Indeed, this has been one of NYSAFLT's key thrusts for the past year, an effort that began in earnest at the 1989 Colloquium and which ultimately will result in the publication of a special report of the NYSAFLT Task Force on Teacher Preparation later this spring.

The purpose of both the 1989 and the 1990 Colloquia was, therefore, to elicit this input in a systematic way and to begin formulating the description of the optimal teacher preparation process that would reflect the feelings of the profession. In 1989 the participants in the Colloquium were asked to address the issue on a broad scale. They discussed and proposed answers to the following questions:

- What are the qualities that a prospective teacher should possess?
- How do we attract young people to the teaching profession?
- What kind of training should they receive?

The outcomes of those discussions and the formal recommendations were published in the NYSAFLT Bulletin and distributed widely among teacher trainers, deans of schools of education, and officials of the State Education Department. The ideas generated also formed the basis for the discussions at the 1989 Symposium for teacher trainers and for the deliberations of the NYSAFLT Task Force. In short, the results of these discussions proved to be enormously important in launching the profession's direct involvement in effecting potential improvement in the teacher preparation process. The reader is urged to consult the January 1990 issue of the Language Association *Bulletin* and the article entitled "Today's Foreign Language Professionals Prepare for the Future: A Report of the 1989 NYSAFLT/SED Colloquium."

At the 1990 Colloquium, participants were asked to provide yet further input on this topic. Rather than cover the same ground a second time, they were

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John B. Webb, Immediate Past Pres. of NYSAFLT; Hunter College High School, New York City.

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asked to probe the issue in more detail and to make specific recommendations about those dimensions of the teacher preparation issue to which they assigned the highest priority.

To launch this discussion, they were asked to address the following questions:

- What changes are needed in foreign language programs to enable prospective teachers to achieve Advanced Level language proficiency?
- What training, theoretical and practical, should prospective teachers have in order to provide proficiency-based instruction to all learners?
- What should the total liberal arts and sciences program contribute to the knowledge and skills of prospective teachers?
- What characteristics should a good pre-service internship have?
- What characteristics should the practical aspects of the pre-service training have?
- What are the staff development needs of the recently-hired teacher?

As in the 1989 Colloquium, it was evident from the enthusiastic and intense manner in which the participants engaged in discussion that teacher preparation is an issue that is of enormous importance to the members of the profession. Educators, ranging from student teachers to experienced veterans from all levels including higher education, rallied enthusiastically and the discussions were lively. The intensity of involvement was impressive and renders the outcomes worthy of serious attention.

The purpose of this article is to present a synthesis of the discussions, identify those dimensions that appear to have greatest priority, and propose constructs that may serve as a framework for the creation of exemplary teacher preparation programs. Upon examining the content of the discussions, three such dimensions appear to emerge:

A) Development of teachers' second language proficiency

B) Academic and pedagogical training

C) Structure of the professional field experience

A) Development of Teachers' Second Language Proficiency

It was evident that the Colloquium participants agreed that second language proficinecy is not only of crucial importance but that significant improvement in teachers' proficiency levels must be aggressively sought. This further reflects the concern raised the previous year regarding the lack of adequate ability on the part of classroom teachers to use the language comfortably and the resulting feelings of insecurity which plague large numbers of foreign language teachers. This theme appeared over and over again. Participants called for increased emphasis and time spent on practice in conversation, greater attention to the practical aspects of language use, the development of interpersonal relationships within the context of the language, greater immersion opportunities including extended experiences in the target culture, increased exposure to authentic language, and finally, evaluation of teachers using an accepted proficiency scale, i.e., ACTFL or MLA. Considerable concern was also expressed about the role that literature plays in the development of second language proficiency. This question is one that was also raised last year and has been the topic of many discussions concerning curriculum and course offerings for both secondary and post-secondary foreign language departments.

While the literature question arose frequently, the Colloquium participants were only able to identify it as a problem area in need of further examination. They were unable to propose any specific solutions except to say that it must be integrated more successfully into a proficiency-based program. In other words, the teaching of literature for literature's sake, at least for the non-native speaker of the language, needs to be reconsidered. Efforts should be made to use literature as authentic material whose primary purpose is the development of functional proficiency.

The Colloquium participants did make specific recommendations that suggest a framework for the delivery of instruction. They reiterated that every prospective teacher should have extended and continued personal experience with the target language and culture in the native language setting. They agreed that nothing can really replace the proficiency and in-depth cultural awareness and sensitivity that are gained from first-hand exposure in something other than a cursory tourist-like encounter. At the same time, it was recognized that availability of fiscal resources might pose a problem for some students in which case serious efforts must be made to secure adequate funding.

Language courses, whether they are at the secondary or post-secondary level, need to be restructured to maximize the learner's opportunity for individual self-expression accompanied by interaction that includes personalized feedback and reinforcement as well as exposure to authentic language.

The traditional format of foreign language classes may no longer be adequate. The participants seemed to believe that the typical large group instruction that is found everywhere is not conducive to the development of language proficiency. This should come as no surprise. Language educators have long agreed that opportunity for individual expression and input, as alluded to earlier, simply cannot be achieved through full-group instruction where a single teacher is responsible for classes containing ten to thirty-five students. What the Colloquium participants reiterated is the already widely accepted realization that students learn most efficiently when they can work in an intimate, non-threatening environment where their learning styles as well as their interests can be accommodated. The participants proposed the concept of a satellite format, not unakin to modular scheduling, which should incorporate an appropriate combination of full-group instruction and small group encounters led by the regular classroom teacher, teaching assistants, student teachers, and/or native language speakers.

These small group settings are ideal for the essential proficiency building strategies identified by the participants of the Colloquium such as cooperative learning, interactive video and learning styles accommodation. They expressed the opinion that this would result in greater attention being paid to topics that are not only culturally and historically relevant but that also have a high interest factor. In addition, there would be enhanced student-to-student and teacher-to-student interaction accompanied by constructive feedback. It is often said that educators teach in the manner that they themselves were taught. Is it possible to assure that innovative, proficiency-based instruction will be implemented in language classrooms throughout the State unless post-secondary instruction also models these approaches?

This satellite concept would provide the type of individualization called for at the Colloquium, and it presents an effective, cost-efficient solution to what has been traditionally a puzzling dilemma: how to produce proficient second language users in our classrooms and enable second language teachers to attain at least the Advanced Level of proficiency? This too was deemed crucial at the 1989 Colloquium as an essential component for successful teacher performance. Surely this recommendation merits serious consideration.

B) Academic and Pedagogical Training

On one thing there was unanimous agreement. All aspects of the training process should be expanded. Prospective foreign language teachers need a complete understanding of the theoretical background associated with second language acquisition. It is essential that they know not only the precepts of proficiency based language learning and teaching, but that they be acquainted with the methodologies and techniques that have been the precursors of present day theories on how people learn second languages and how they should be taught. In the absence of such understanding, it is impossible for a teacher to identify the realistic goals and outcomes of their own instruction. Under these circumstances, language teaching becomes a series of activities whose relationship to any definable goal is essentially haphazard

Teachers must know what proficiency is and why proficiency-based instruction is more than just a series of superficially linked activities, no matter how interesting those activities might be. They must also understand why proficiency based instruction is presently believed to be the most successful and meaningful approach and how it became that way. Colloquium participants agreed that all prospective teachers require this training. They must know specifically what competencies are associated with each proficiency level, and how to evaluate their students in those terms. Without that knowledge, goals cannot be established, realistic curricula cannot be developed, and unit and daily lesson plans flounder.

It was also agreed that teaching will be most successful and learning will take place most readily when delivery of instruction is compatible with student learning styles. Therefore, the study of psychology and learning theory should become an integral part of every teacher's academic background. These understandings need to be acquired for the entire range of students: those who are gifted or in need of special attention; those from elementary, middle or high school levels; those from diverse ethnic, cultural, and linguistical backgrounds; those who are highly motivated or in need of special encouragement.

Educators need a sense of what makes students tick. This can be gained more effectively through closer direct contact with students over a longer period of time. Throughout the discussions at the Colloquium, both in 1989 and 1990, the participants called for intensive involvement of prospective teachers in the every-day working of the school. This year it was further suggested that prospective teachers could acquire some of these understandings by conducting case studies of selected students in which they would examine the backgrounds and performance records of the target students and then follow their progress throughout an extended internship. College instructors report that students in their methods classes are eager to obtain as much first-hand information as possible about individual students and their teachers' involvement with them. This supports the recommendation that both academic training in psychology and direct contact with students in a learning environment need to be expanded.

In addition to training in the theoretical backgrounds of proficiency-based teaching and the types of activities that can be used in the classroom, the teacher preparation process would be further strengthened by offering courses and practical experiences that enable prospective teachers to be more active and productive participants in the workings of the school itself. Once again, this is further amplification of the recommendation for increased hands-on exposure to schooling that was recommended in 1989. At this year's Colloquium, the participants clearly referred to the need to intensify the internship by requiring attendance at meetings of the Board of Education, the PTA, student government, faculty and the respective departments. It was also felt that the interns' involvement with extra curricular activities would further enhance their insight into the school community as a whole.

In addition to this expanded contact, the participants called for specific training in curriculum writing, materials development, and in the adaptation of commercially made instructional materials to the specific needs of teachers and their students. Teachers need to be able to write curriculum; schools need teachers who can perform that function. Yet special training in this process is absent for the most part. Thus it leaves teachers, especially newcomers to the profession, with a gap in their knowledge and understanding of what constitutes a curriculum as well as how to write it. This is particularly important in New York State where the responsibility for detailed curriculum development is left entirely to the schools.

There is a plethora of commercially made instructional materials all of which are marketed by wise salesmen under the rubric of the communicative approach. The concern expressed at the Colloquium, therefore, is to develop the ability to take existing materials that are not necessarily proficiency-based and tailor them for the communicative classroom and for the learning styles of their particular students. To ease the transition into real-world teaching, prospective educators deserve guidance and instruction in this area.

Effective teachers do not work alone and, to an increasing extent, all teachers are expected to participate cooperatively in the governance of the school. Curriculum development and lesson planning in their ideal form have always been cooperative processes. Now shared decision making has become not only the right, but the responsibility of educators. There is more to shared decision making than just common sense, so the prospective teacher should come to the school with an understanding of its application, both theoretical and practical. If prospective teachers have this training and exposure, they will be better prepared to assume full responsibility when they accept their first teaching position.

C) Structure of the Professional Field Experience

Providing all of these academic and practical experiences as part of the training process presents a tall order to the teacher training institutions. It must be asked whether most institutions and their professoriat can realistically provide this for their students. Yet it is clear from the discussion and recommendations of the 1990 Colloquium that this is a dimension of the highest priority. The Colloquium participants, in suggesting possible solutions to this challenge, called for increased articulation between the teacher training institutions and the elementary and secondary schools. The theme of articulation was one of the fundamental recommendations to emerge from the 1989 Colloquium as well. It would appear that the members of the profession believe that successful teacher preparation is best achieved through the joint efforts of the profession at all levels. In 1989 it was even felt that this multilevel, multifaceted involvement in the teacher preparation process could help to minimize teacher burn-out and renew the dedication of the schools' veteran teachers.

This year the Colloquium participants became more specific in their recommendations and suggested direct linkage of colleges and schools working together in close, systematic collaboration in the teacher training process. It was suggested that the methods instructor at the college be joined by a team of classroom teachers from the elementary and secondary levels to teach the college level courses. Then these same teams would oversee the practicum or internship in the schools.

Such an arrangement would provide the hands-on dimension and the practical exposure deemed so fundamental in the training process. It would also provide continuity and insure a truly receptive environment at all levels for the teacher in training. It is important that the elementary and secondary teachers involved in this team receive special orientations and that compensation be given in the form of time allowances and/or monetary remuneration. This suggestion resembles the concept of mentoring that is increasingly prevalent in many schools. However, it goes a step further to involve entire teams of

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In Memoriam

PHILIP A. FULVI

NYSAFLT members mourn the recent death of their friend and colleague Philip A. Fulvi, Ph.D., Professor of Modern Languages at Pace University, New York City.

At the 1991 Winter Meeting, the Board of Directors voted unanimously that henceforth the 20 secondary and 4 post-secondary NYSAFLT' scholarships will be named the PHILIP A. FULVI MEMORIAL SCHOLARSHIP AWARDS. This action was taken in recognition of Phil's special concern for outstanding achievement of young people in New York State in the area of foreign language study.

At the Memorial Service at Pace University on January 28, 1991, Past NYSAFLT President John B. Webb, one of the many speakers, praised Dr. Fulvi's pioneering work in NYSAFLT, particularly in the area of articulation, and made the official announcement of the naming of the NYSAFLT scholarship awards in his memory.

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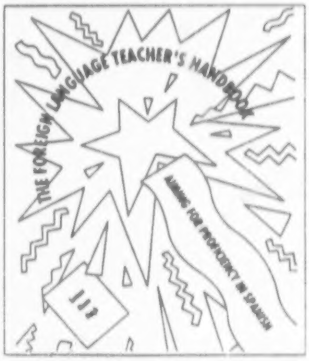
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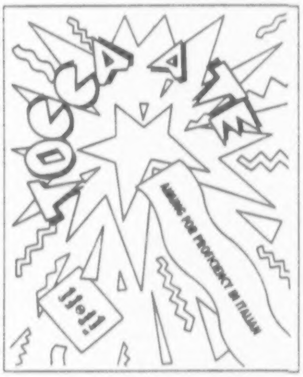
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Open Letter to the Profession

" 'Tis A Puzzlement"
Requiem For The Communicative Approach

Steve Tallis

"The communicative approach is just another fad. In a few years it will fade away just as ALM did." (ALM = audio lingual method) Have you heard a colleague say this or something similar? Aside from the fact that the communicative approach is just that —an approach, the statement echoes a certain mistrust felt by a fair share of foreign language professionals as well as some administrators. Translated, the statement really means: "Don't get carried away because the approach ain't here to stay."

Is the communicative approach just another fad, doomed to fade away? The verdict is not yet in, but assessing its current acceptance around the state, the prognosis is not good.

I'm going to share some observations with you, so be advised that I'm seeking a strong reaction. I'm out to ruffle feathers and turn up the heat. You may not like what you're about to read, but "all is not well" on the second language front in New York State. By the way, my remarks are based on travels around the state, speaking with colleagues and administrators and simply listening to what people were saying while paying attention to the feelings under the words.

The following are quotes from colleagues:

- "We don't need the CA in our district because our kids are so bright that they can already do that without changing the way we are teaching them."
- "If you don't teach them grammar, how can they take the AP test? "
- "My class is communicative — I always assign short speeches and how-to demonstrations." A variation of this is:
- "My class is communicative — I only speak Spanish/French/Italian etc. for the entire period."
- "Don't get me wrong, I like the communicative approach, but you must rigidly penalize (by deducting points) for spelling, accents, grammar errors."
- A candidate for a position in the high school was told during the interview: 'These kids (level III) have not been taught communicatively. Can you get them to do well on the new Regents Exam by the end of this year? "
- "I've been teaching for 10/20/25/30 years and I'm not about to change now."

I can go on and on, but I think you get the picture.

Are you aware that in some areas, students complete levels I and II in a communicative setting and then get to level III where the rules of the game are completely changed? The converse frequently occurs as well. This can also happen within the same school, from one teacher to another. There are those teachers who use the AP test as an excuse for not changing. There are other teachers who, teaching in more than one school, teach communicatively in one place because it is expected, but not in the second location.

What is going on? Who's in charge? Is anyone monitoring compliance with the State Ed Department and the Board of Regents? Can we choose to disregard the state syllabus with impunity? Is the AP test going to change? If so when? If not, be honest and "tell it like it is." What about the college Achievement test?

How many districts in the state are at present actively engaged in the CA? How many schools gave the voluntary Proficiency Exam? How many districts really require everyone to take a language? (There are different interpretations of the "less able" learner. In fact, all things being equal, a less able learner in one district may be more able than his counterpart in the next.)

We are doing a disservice to our students, to our profession and to those teachers who are really involved in the approach by allowing certain individuals and districts to do as they please. It seems to me that if the communicative approach is to survive and be successful, one needs to state in clear, simple, unequivocal terms that this is the way it is and it behooves every professional to give it a go. People will not change unless they have no alternative. Colleagues, being wishy-washy will not ultimately gain converts or assure cooperation. Being educationally enlightened doesn't mean the "crowd" will automatically know and follow. Look at history.

If you believe in what you are doing, raise your voices. If you believe that educating kids in a new way for a changing world really matters, turn up the heat on the diehards, the profession and the state. The status quo has got to go! There is disarray in our profession and its future is in our hands.

Steve Tallis, Director, Mid-Hudson Region, Pomona Junior High School, Suffern, New ork.

Italian Update

Italian – a living language, not afraid to change

Ida Wilder

From July 24 to August 10, 1990, I was one of 120 lucky teachers from around the world to attend the Corso di Aggiornamento per Insegnanti all 'Estero (a refresher course for Italian teachers) held at the prestigious Universita' per Stranieri di Perugia. The university specializes in the teaching of Italian and Latin to foreigners. We were all guests of the Italian government; and in my case, also a guest of the Italian Cultural Institute in New York and the A.A.T.I. (American Association of Teachers of Italian). We spent three wonderful weeks attending classes designed especially for us, travelling and developing friendships in every corner of the world.

Many linguistic, cultural and economic changes were discussed during the course. The cultural and economic changes of the last thirty years obviously have had a strong influence on the language and have resulted in enormous changes in today's spoken and written language. According to the experts, the single most important influence has been the "mass media" – (especially television). Nowadays 85% of all Italians speak Italian rather than a dialect; this is due to television and to the educating of all children. The dialect is usually spoken only in the home. The Milanesi basically dictate the language and its changes because the most important T.V. programs are broadcast from Milan, and also because it is the commercial and industrial capital of the peninsula.

According to Professor Minciarelli, one of the University's specialists, the spoken language of the RAI (the national and government owned television networks) has almost become the official language. The many changes brought about by the mass media show that the language is moving towards a more colloquial style. Today the spoken and the written language are becoming closer and closer. This naturally has caused much controversy.

Some experts are panicking about a barbaric Italian evolving as a result of these changes. But for others, it is a welcome change because, according to them, the Italian language has remained unchanged for centuries, too closely related to the complexities of Latin. Therefore, they are happy that Italian is becoming rich with neologisms and that it is finally modernizing.

What are these changes? First of all, the spoken language today is detaching itself from more precise expressions (ex: *fare un debito* instead of *contrarre un debito)* and from a difficult and bureaucratic style. It has become colored with dialect and slang expressions, and all of Italy is assimilating these nuances. The influences of English and other languages called "Italiese" are enormous; the use of initials to reduce the verbosity of the Italian language; the language of young people like the *paninari* (Italian yuppies) and the *metallari* (hard metal fans); of the "giornalese" (newspaper language), and of the "tecnoletto" (technical language). There is also a tendency by teenagers to conjugate English words such as "lookare," "zoomare."

Another important influence is the language of advertisement. This type of language has a particular function. It attracts the reader's attention with images and words. An ad says a lot without a verb; but this technique is a shock to Italians! Most advertising is an imitation of the American style because Italians weren't experts in this field.

Finally, there is the diffusion of "parole sandwich," as the Italians call them, i.e. two words put together like our compound words (ex: "palasport" instead of "palazzo dello sport," "mangiavetro" instead of "contenitore per il vetro" *ecolega, mangialattine).* This word synthesis is another example of simplification. Today at least five thousand neologisms have been recorded in the language. Some say that there are ten thousand new words, probably many more. This means there is a very rich lexicon to analyse almost any situation. According to professor Silvestrini, another language expert, one records words in the Italian language and they are never wrong as in France. New words are easily accepted and incorporated into the language.

As far as grammar is concerned, the changes are also enormous. In the spoken language the indicative mood replaces the subjunctive more and more; the future is substituted by the present; the conditional is less used; "che" is more used than "quale;" structures with "in cui," "per cui" are disappearing and are being replaced by the relative pronoun "che." For example "la valigia che ci ho messo i libri."

As concerns the written language, there is a new standard according to professor Minciarelli. Today's standard written Italian is no longer the literary cultured Italian of once upon a time. Today the liter-

(continued on page 17)

Ida Wilder, Greece Athena High School, Rochester, New York.

A Shot In The Arm

Gifford P. Orwen

One must admit, unfortunately, that the average elementary Italian class often does not offer a particularly exhilarating experience. Students are inclined to present a *déja vu* attitude and quiet resignation not so frequently encountered in other beginning language classes. The reasons are not far to seek. Many come from Italian backgrounds, have heard granny chattering in her native dialect, and have inevitably been confronted with things Italian since early childhood. The Italian language class seems to offer the perfect opportunity to obtain credits at no great effort and hopefully gain an easy *A* or *B*. Others with some background in French or Spanish note the similarities between the languages and view it as an easy elective making no particular demands on their part. This estimable tongue has thus become too frequently a "bargain counter" offering to fill out the year's work. One notes also that, compared to French and Spanish, relatively few continue beyond the first year. The result is that advanced offerings are apt to be scarce. What measures might be taken to improve this unfortunate situation?

The suggestions advanced may seem obvious enough but unfortunately are not often observed. Initially we should strive to foster interest in this rich and fascinating civilization whose cultural heritage has become part of our own. Is not the average American cognizant of the names of its great from Monteverdi to Puccini, from Machiavelli to Mussolini? What young person is not familiar with the sturdy little Fiat, the Lancia or the Ferrari? In a more mundane realm, namely the grocery store, what of the many delicious items available from this well-nourished land from pasta to dolci? Why such reminders? Simply because they attest to the prevalence of things Italian in our lives, the recognition of which may be utilized to stimulate interest in this rich and rewarding culture.

A well-maintained bulletin board is a must. One constantly comes upon news items treating of Italy in the daily press and in popular periodicals be they political, in the arts or literary. Invariably they present topics for interesting discussion and comment. The few moments devoted to such material present not only pertinent information concerning Italy but invariably afford the opportunity to add timely expressions to the vocabulary. In a stimulating atmosphere students respond so much better. For those devoted to sports can we not discuss briefly such activities in this nation of enthusiastic athletes, or the recent offerings of Armani and Ferragamo with the style-conscious young lady?

With reference to the actual lesson a few observations may well be in order. Is our text the most appropriate for our purposes and the needs of our particular class? How often we passively accept the choice of our predecessor, or simply continue to use an old favorite because a change seems a bit troublesome. Fortunately the market offers a fair number of attractive grammars and readers that it is not difficult to make a selection best suited to our particular needs with reference to our students' backgrounds and aims. How often the text can make or break interest!

Insofar as our actual classroom procedures are concerned, we should all be reminded that a thoughtful review of our methods will invariably prove rewarding. No matter how satisfactory our grammar may be, we must constantly be prepared to offer further examples of difficult grammatical points. These, unfortunately, do not always spring spontaneously to mind. It is well, therefore, in our preparation to include, lesson by lesson, these supplementary items. The entire verb system profits enormously from compact review sheets which highlight irregular forms, subjunctives, imperatives and the like. Additional exercises on troublesome idioms, adjectives, synonyms and antonyms should be prepared. These extra aids are virtually indispensable. Let us remember that the average student rarely thinks to devise such extra aids for himself. Nor let us forget the frequent *10*-minute quiz which is one of the best stimuli for a lethargic class. Finally, let us not forget that the best-intentioned of us tend to fall into ways which can become sterile and unprofitable. Honest self-examination, a constant review of our methods and a willingness for change are indispensable ingredients in the teaching world.

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

Deadline	Bulletin Issue
May 15	September
September 15	November
November 15	January
January 15	March
March 15	May

All material should be typed, double-spaced, and mailed to: Irmgard Taylor, Editor, 23 Floral Ave., Cortland, New York 13045.

Gifford P. Orwen, Professor Emeritus, SUNY at Geneseo, New York.

Cooperative Learning Tasks From Interdependence to Independence

Vickie A. Mike

There is concern for incorporating speaking tasks, which have to do with meaningful life situations, into the typical everday 40 minute class of 20 to 30 students. Class size and time have always been and will continue to be constraints when trying to develop the speaking skill. However, the cooperative learning mode, when used effectively, can make the teaching of speaking for the Regents oral communication tasks less cumbersome.

Cooperative learning is a method which enhances a learning environment that is student-centered and student-led thus leaving more time for the teacher to be coordinator, observer, consultant, and conversational partner, not merely lecturer and test giver. In cooperative learning, small groups of students work together to achieve a certain goal, in this case, the oral communication task. According to David W. Johnson and Frank P. Johnson, a learning group is "a group whose purpose is to ensure that group members learn specific subject matter, information, knowledge, skills, and procedures. Learning is the primary purpose of the group."[1] Johnson and Johnson also propose that specific roles be assigned to group members.[2]

In a group of four students, one member could be the designated 'reader' who would read the task situation(s). For example, you are in the shoe department of a large store and you want to try on some shoes. Another member could be given the role of 'recorder.' This person must record, write down, the group's brainstorming ideas of vocabulary and expressions to be used in this situation. The third member could be the 'checker.' The checker makes sure all group members understand and agree on such things as vocabulary and expressions to be used in the situation. The fourth member could be the 'encourager' or 'task master' who encourages everyone to participate and to stay on task.

Once the learning groups have been established and each member knows and understands how the group is to function, the teacher distributes the task situation card. I have divided the task situation activities into three categories: pre-task, task, and post-task.

I. Pre-task activities (could take 1-2 days)

A. Brainstorming

After the reader has read the task situation the group begins to brainstorm, in the target language, vocabulary, expressions, perhaps lines from dialogues, verbs, etc. The recorder writes everything on paper, construction paper or poster board is good for sharing with the class at end of period.

B. Listening materials

Short conversations on tapes which have to do with the situation could be played to give group more ideas.

C. Readings

Could be in the form of advertisements from target language magazines and newspapers. Again, this material should be relevant to the task situation.

D. Picture stimuli

Group should be given a relevant picture, talks about the picture in the target language.

E. Homework assignments to reinforce the pre task activities: vocabulary collages, puzzles, students draw pictures to represent the task situation and/or a dialogue. (N.B. My students love to draw picture cues representing a dialogue or story we have recently read).

II. The task (one day)

A. Initiate

B. Maintain

C. Conclude

With four in a group, two perform the oral task, the other two observe and record. Reverse roles. Invite teacher to participate as a conversational partner.

III. Post-task activities (one or two days)

A. Immediate – Students do interviews again and they are taped by the group so that they listen and offer suggestions for different ways to respond.

B. Delayed – to improve and encourage retention

1. Students write informal notes that have to do with the oral task.
2. Students write a rap or a poem.
3. Students create the task situations to be used in the future.

It is very important for the teacher to set the tone, to consult, to observe, to participate, and to evaluate each group's activities. Group sharing should take place at the end (or the beginning) of each class. This tends to keep everyone focused and 'on task.'

Cooperative learning is fun and effective. It does require much careful preparation as pointed out by

(continued on page 16)

Vickie A. Mike, Horseheads High School, Horseheads, New York.

DISCOVER A NEW WORLD THROUGH LANGUAGE

Winners of Foreign Language Poster Contest Announced

Marie Lambert and Jean Vaccaro, Co-Chairs of the Poster Contest, recently announced the results of this year's competition.

Two hundred and seventy-three students representing eighty-seven schools participated in the Foreign Language Week Poster Contest. The following are the winners:

Grand Prize:	Daniel A. Miller Somers High School Route 139 Lincolndale, New York 10540 Teacher: Phyllis R. Miller	Westchester/Putnam
Grades 9-12:	Jennifer Webb North Tonawanda Senior High School 405 Meadow Drive North Tonawanda, New York 14120 Teacher: Marjorie Marcille	Western New York
Grades 6-8:	Nicole Acosta Our Lady of Peace School 21 Fowler Avenue Lynbrook, New York 11563 Teacher: Joanne Pena	Long Island
Grades 1-5:	Katherine Mary Derganc William T. Rogers Middle School Old Dock Road Kings Park, New York 11754 Teacher: Esther Begleiter	Long Island

The Co-Chairs offer these suggestions for Language Fairs during Foreign Language Week or at any time:

Discover A New World Through Language

IDEAS . . . IDEAS . . . IDEAS . . . IDEAS

Wear a name tag with your second language name.
Paint wastebaskets the colors of different flags.
Teach a song to a kindergarten class.
Say "hello" in a second language.
Plant a tree for each language.
Write a handbook to publicize your second languages.
Have a door decoration competition.
Hold a World Cup event (Academic and/or Athletic).
Have a fund raiser using national flowers, candies, flags, decals, T-shirts, sweatshirts, bumper stickers.
Use the money for an orphanage, a school, a hospital, a nursing home.
Adopt a foster child.
Have an "Around the World in Forty Minutes" assembly program.
Wear an I love (language) button.
Hold a poetry reading contest.
Hold a "folk dance" dance.
Have a dress-up day in the colors of the country.
Hold an International Pot Luck Dinner.
Have an exchange program with a neighboring school.
Create a language-a-day bulletin board.
Write a letter to a serviceman (indicate the language on the envelope).
Write a special issue of your school newspaper.

IDEAS . . . IDEAS . . . IDEAS . . . IDEAS

CALL FOR PAPERS

A special issue of the Bulletin *is planned for 1991 on*

THE ROLE OF HOMEWORK IN FOREIGN LANGUAGE INSTRUCTION

The topic is applicable to all levels of instruction. Standard length papers (8-12 pages, doublespaced) and short papers are invited from the membership.

The Editor and the Editorial Board look forward to receiving many articles on this important theme and encourage you to speak out on it. Please submit manuscripts *in duplicate,* in gender neutral language, to: Editor Irmgard C. Taylor, 23 Floral Avenue, Cortland, New York 13045 **no later than July 15, 1991.**

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LETTERS TO THE EDITOR

The Editor welcomes letters from readers expressing their opinions about articles and comments made in the Bulletin or about issues in foreign language education. All letters will be considered for publication.

MANHATTANVILLE COLLEGE
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LANGUAGE IMMERSION PROGRAMS

	WEEKENDS		WEEKLONG	
DATES:	February 15-16		June 24-27	
	March 22-23		July 8-11	
	April 5- 6		August 19-23	
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MANHATTANVILLE
COLLEGE

Cooperative Learning Tasks . . . *(con't from page 13)*

Wilga M. Rivers: "Conversation groups . . . require careful preparation and special techniques. They cannot be expected to produce good results if the teacher vaguely hopes that the mood of the group will carry all the participants in a steady flow of chatter . . . The teacher must plan a careful series of conversation topics covering a wide field . . ."[3] I would also add that a teacher considering using cooperative learning techniques do some background reading on the subject. This school year is my second year using cooperative learning techniques. I have experienced success and yes, failure. The failure comes from having tried too much too soon. I advise trying this technique with one class at a time on one particular unit.

The students' comments have been: "The work was evenly distributed. We always did well on brainstorming, making up sentences and situations . . . I would much rather be in groups than in rows. There was a sort of check and balance . . . We were very effective because there's a chance to mix inputs about various things and work together to find an answer . . . Discussing things about and in Spanish became incredibly fun. (weird, huh.) . . . didn't like interviews . . . but I feel pretty darn confident." I, as their teacher, feel confident that this is an effective technique.

REFERENCES

[1] David W. Johnson and Frank P. Johnson, *Joining Together,* Prentice-Hall, Inc., New Jersey. 1987. p. 358.

[2] ________________, *Joining Together,* Prentice-Hall, Inc., New Jersey. 1987. p. 370.

[3] Wilga M. Rivers, *Teaching Foreign Language Skills,* The University of Chicago Press, Chicago. 1968. pp. 202-203.

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The Making of The Foreign Language Teacher . . . *(con't from page 5)*

mentors who would interact with those responsible for training at the post-secondary level. This might be articulation at its finest.

Conclusion

The leadership of NYSAFLT and the State Education Department are deeply grateful to the dedicated educators who contributed to the discussions at the 1990 Colloquium. Many of them played an important role in both Colloquia. Their efforts have provided the framework for NYSAFLT's work in influencing the teacher preparation process in this State. The outcomes of the 1990 Colloquium as presented in this report will be incorporated in the deliberations of the NYSAFLT Task Force on Teacher Preparation. This Task Force was created in March 1990 and charged with the responsibility of producing a blueprint for teacher preparation which identifies the competencies, both linguistic and pedagogical, that teachers should possess upon entering the classroom. NYSAFLT is very proud of this effort because the Task Force document, to be completed in late spring 1991, will be widely distributed to deans of schools of education, teacher trainers, foreign lanugage educators, and those responsible for teacher certification in the State Education Department. In addition, members of the Task Force will be designated to serve on the panel of experts who will ultimately select or prepare the tests that will be used for certification of teachers in New York State.

This process is unlike any other in the country. Starting with the 1989 Colloquium, continuing with the 1990 Colloquium, including the two symposia of post-secondary foreign language educators, and involving the members of the Task Force, NYSAFLT will have created this blueprint using grassroots information from the members of the profession who know the answers best: the classroom teachers.

Members of NYSAFLT are encouraged to react to this report of the 1990 Colloquium and to send any comments that they may have to John Webb, Hunter College High School, 71 East 94th Street, New York, New York 10128 or to Joanne Hume-Nigro, 413 Thornbush Drive, Victor, New York 14564.

FRENCH CULTURAL SERVICES SCHOLARSHIP AWARD

Requests for applications must be postmarked no later than June 10, 1991

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East Rochester, New York 14445

(continued from page 11)

ary language is not the authority. Therefore, one must refer to the rules of the past because today the written language is too close to the spoken language. In many cases, grammar reflects more the speaker than the rules. It is necessary to consider that even if there is a rule, many times it is ignored.

Also, why are there so many American expressions in the Italian language? Instead of finding the Italian word for a technical expression, as the French do, English is often used because it is more precise and more concise. More importantly the mass media run the risk of not being in style if they don't use certain English terms. To be considered informed and up to date, English is almost obligatory. According to professor Mazzetti, only *La Crusca* checks and tries to stop somewhat the drastic changes in the Italian language. For now there is no formal movement against this americanization. Obviously, not all these changes will be assimilated into the language, but some will certainly become part of the norm forever.

It is evident that there is a revolution inside the language. Even if precise rules of the recent changes do not yet exist, it is obvious that the rules of the Italian language are simplifying. There are more resemblances to French and Spanish, more proof that the Italian language is detaching itself from the influence of Latin. What does all this mean? It means that various forms of Italian still exist: standard, cultured, regional, colloquial, popular, written, spoken and that there is still much insistence on the correct form of address. However, all things considered, Italian is moving away from an impenetrable structure; its lexicon is continuously increasing, and there is a wider choice for the speaker.

For an Italian teacher in the United States, all these novelties, without precise rules, can be a source of frustration and can create some confusion. But it is necessary to remember that a language is an instrument in continuous evolution. The extraordinary changes the Italian language has undergone in the last thirty years have proven this to be true. It is indispensable to keep up to date and informed; this must be accomplished any way possible to better face the constant challenge of teaching a living language like Italian.

PROFESSIONAL CALENDAR

March 4-8	– National Foreign Language Week
March 16	– SCOL Meeting, New York City
March 23	– Long Island Regional Meeting, LILT, The Wheatley School
April 6	– Capital Dist. Regional Meeting, Union College, Schenectady
April 6	– Rochester Regional Meeting, Nazareth College, Rochester
April 25-28	– Northeast Conference, New York City
May 3-4	– Conference on Early (Elementary) Foreign Language Programs, SUNY Buffalo
May 9	– Pre-Colloquium and Articulation Workshops, White Plains, NY
May 10	– NYSAFLT Colloquium, White Plains, New York
July 3-6	– AATF Conference, Minneapolis, Minnesota
August 6-9	– NYSAFLT Summer Workshop Skidmore, Saratoga Springs, NY
October 13-15	– NYSAFLT Annual Meeting, Concord, Lake Kiamesha, NY

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Why not put your ideas into action? Revitalize your language program! All NYSAFLT members are eligible to apply, with the exception of committee members.

The Teacher Incentive Grant Committee is now accepting requests for applications until May 1, 1991. Completed applications must be received no later than June 1, 1991. Awards will be made at the Annual Meeting of NYSAFLT at the Concord in October, 1991.

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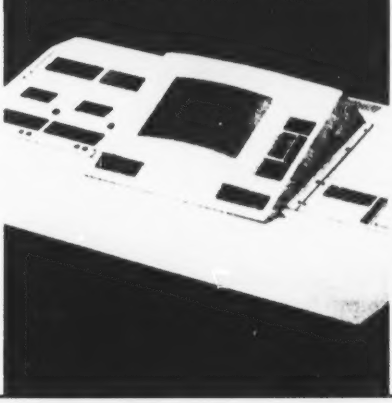

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1989 ACTFL NATIONAL PRIORITIES CONFERENCE

SUMMARIES OF PRIORITY PROCEEDINGS

Summaries on Articulation, Integrating the Arts in the Second Language Curriculum, Integrating Culture and Global Education, Literature and Communicative Competence, New Technologies, Teaching All Students: Reaching and Teaching Students of Varying Abilities, appeared in the January 1991 Bulletin. Reprinted with permission of ACTFL.

PRIORITIES COMMITTEES CHAIRMAN — ACTFL 1989 PRESIDENT: ROBERT J. LUDWIG

The papers following are summaries of the proceedings of the thirteen priority strands and represent the major issues discussed during the 1989 ACTFL National Priorities Conference, held at the Boston Marriott Copley Place, Boston, MA, on Thursday, November 16, 1989. The papers appear as they were submitted by the various committees, with no attempt at revising them for the sake of conformity.

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

Katherine R. Olson, St. Paul Academy
and Summit School, MN — Co-Chair
Helena Anderson Curtain, Madison Public Schools, WI
— Co-Chair
Myriam Met, Author, Montgomery County Public
Schools, Rockville, MD
Nancy Rhodes, Author, Center for Applied Linguistics,
Washington, DC
Gladys Lipton, University of Maryland, Baltimore
Carol Ann Pesola, Concordia College, Moorhead, MN
Madeline M. Ehrlich, Advocates for Language
Learning, Culver City, CA
Kathleen M. Riordan, Springfield Public Schools
Springfield, MA

Consensus was reached on the following six priorities in the foreign language in the elementary school strand. We believe that elementary school foreign language education should be incorporated into all strands of the ACTFL priorities and that program model descriptions, rationale and expected outcomes should be widely disseminated.

A. **Advocacy**

The profession must advocate and support the vital role of language learning in early childhood and elementary school education. Such programs are the foundation for a long, well-articulated sequence of carefully developed curriculum that can result in increased language proficiency for students in the United States. The profession must enlist support by the nation's decision makers at all levels of government and by parents and members of the business community. Recommendations in this area are:

1. Enlist support for elementary school foreign language programs in the professional language community so that long, well-articulated sequences become the norm.
2. Enlist support and establish new partnerships among business, government and education agencies.

B. **Teacher Preparation**

Quality teacher pre-service and inservice preparation is needed to meet the changing demands of our field in FLEX, FLES and immersion programs. Such programs must be planned with the extensive cooperation of experienced teachers, specialists and supervisors from the precollegiate level. Teacher-preparers also must continually renew their experience and knowledge concerning elementary school foreign language teaching. Recommendations in this area are:

1. Disseminate information regarding critical teacher shortages in elementary school foreign language programs.
2. Develop a pre-service teaching major that is responsive to current needs in FLES, FLEX and immersion programs.
3. Develop in-service programs to serve present professionals.
4. Establish active collaboration between precollegiate experts and college/university level teacher-trainers.
5. Identify international sites to develop exchanges as an integral part of a pre-service program.

C. **Resources**

Authentic, developmentally appropriate, culturally rich, content-based materials are key components in quality elementary school foreign language programs. These materials have communication as the main focus. Recommendations in this area are:

1. Develop materials to suit various program models and needs.
2. Strengthen networking opportunities to develop human, fiscal and materials resources.

3. Identify and nurture funding resources for ongoing support of elementary school foreign language instruction.

D. **Expanded Opportunities for Early Language Learning**

A primary goal in the next decade is to increase the number of high quality, carefully-designed elementary school foreign language programs based on strong administrative, parent and community support. This will ensure that all students regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language or future academic goals may begin language learning early and continue the language in a long, well-articulated sequence of carefully developed curriculum. Recommendations in this area are:

1. Affirm the need to expand opportunities for foreign language instruction for all elementary school age children.
2. Integrate long, well-articulated language programs into the regular school program.
3. Encourage options such as the classics and other languages that may not be frequently taught in the United States.

E. **Articulation**

Well-articulated programs are a result of consensus, careful planning and monitoring among language teachers, administrators and concerned parents across levels. Articulation can take place smoothly only if students moving through the programs are achieving predictable outcomes that are consistent across grade levels. Recommendations in this area are:

1. Establish a K-12 framework with common goals and philosophy for various program models.
2. Articulate language programs horizontally and vertically.
3. Plan programs across levels with team decision-making by language professionals, school officials, and parents.
4. Articulate cultural components as well as language components.

F. **Research/Evaluation**

Critical research questions must be identified and addressed. In addition, evaluation must be included as an essential component of all program designs. Recommendations in this area are:

1. Establish and disseminate a research agenda.
2. Promote classroom-based research on language acquisition and other aspects of elementary school foreign language programs.
3. Encourage longitudinal studies to assess the effectiveness of various program models.
4. Disseminate and replicate research results as widely as possible.

LESS-COMMONLY TAUGHT LANGUAGES

Jane Barley, NYS Education Department, Albany — Chairman
Galal Walker, Author, The Ohio State University, Columbus
David P. Benseler, The Ohio State University, Columbus
Richard D. Brecht, University of Maryland at College Park

The headings of the divisions of Walker's paper clearly set forth the "place" of the less-commonly taught languages (LCTs) in America:

1. **Having a Place:** LCTs in the Foreign Language Study Profession discusses the changing American perceptions of LCTs in the light of current world events and an increased emphasis on global education in the schools. In this section, Walker lists three priorities for the LCTs: a) the need to increase the number of students; b) the need to increase the efficiency of instruction to overcome the handicap of the additional time and effort required to gain proficiency; and c) to increase the efficiency of providing instruction for languages with tiny numbers of students in order to maintain a long-term capacity to train Americans in these languages.
2. **Finding Our Place:** LCTs in American Society talks about the need to make Americans aware of the fact that there are other languages worth studying in addition to Spanish, French and German.
3. **Knowing Our Place:** LCTs in American Education discusses the common perception, both outside of and within the field itself, of the "exotic" nature of the LCTs.
4. **On Constructing The Place:** LCTs and Culture pinpoints the major difficulties associated with teaching "culture."
5. **Designing The Place:** Creating Foreign Language Learning Environments for the LCTs contrasts "going there" to learn the language as opposed to study in stateside programs. What should course content be for both situations?
6. **Keeping The Place:** Learners and Instructors of LCTs: Who studies LCTs? How do the characteristics and learning potential of ethnic vs nonethnic students impact on an LCT program? What do we know about the effectiveness of native vs non-native instructors? What are the qualifications of a teacher?
7. **Furnishing The Place:** Developing materials discusses the problem of the lack of adequate instructional and supplemental materials and publishers.
8. **Equipping The Place:** Technology and the Delivery

of Instruction makes a solid case for the future role of modern informational technologies in the instruction of the LCTs.

9. **Assessing The Place:** Evaluation discusses proficiency-based instruction and testing in relation to the LCTs.

In conclusion, Walker cites his "Action Agenda," in which he calls for a united front for the LCTs, urging that they define an agenda, centralize their resources, actively promote teacher training and maintain a national register of speakers of LCTs. He adds to this his "Research Agenda" which would include surveys, programs and curricula, dealing with the "culture" question and intensive work on expanding technology capabilities.

In contrasting reactor papers, Brecht emphasizes the need for the LCTs to speak with a common voice within their own organization. Benseler, on the other hand, points out that while everything Walker has said concerning the LCTs is correct, much of the same applies to the CTs [commonly-taught languages]. He asks whether it would make more sense for the LCTs, instead of forming yet one more group, to try to gain the support of the CTs and work with them, as full and equal partners, within existing organizations such as ACTFL and MLA, to construct a platform of "realizable goals [and] objectives" for the foreign language teaching profession as a whole.

TEACHER EDUCATION

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Joan Manley, University of Texas, El Paso — Co-Chair
Paula Fordham, University of Charleston, SC — Co-Chair
Lorraine A. Strasheim, Author, Indiana University, Bloomington
Lynn A. Sandstedt, University of Northern Colorado, Greeley
Constance K. Knop, University of Wisconsin, Madison

During the sessions, three critical points pertaining to teacher education were highlighted. The first is the need to emphasize the importance of equitable access by all groups in the United States to teacher education programs. This would involve the active recruitment of all minority groups into foreign language programs, beginning in high school. The second is the pro-active role which must be played by the foreign language teaching profession to assure the maintenance of existing quality programs and the establishment of additional ones. Finally, this profession must be politically astute in order to stay abreast of developments at the local, state, and national levels, which impact the preparation of teachers.

It is important to understand, however, that teacher education encompasses both pre-service and in-service programs for instructors from kindergarten through post secondary, the latter to include teaching assistants.

Priorities

1. **Develop strategies for the implementation of the *ACTFL Provisional Program Guidelines for Foreign Language Teacher Education,* especially as they relate to the following:**
   a. Focus on pedagogy in grades K-12.
   b. Validity of coursework for teaching (i.e., general education, pedagogy, and specialist/teaching majors).

The *ACTFL Guidelines* should be reviewed with the intention of removing the word "provisional," so that groups such as NCATE, NASDTEC, and state agencies can utilize them in assessing existing teacher education programs. While it is understood that language specific organizations either have or are working on their own sets of guidelines, the *ACTFL Guidelines* serve as an umbrella for all others.

2. **Identify exemplary teacher education programs as models for the implementation of the *Guidelines.***
   a. In pre-service, focus must be placed on:
      - methods appropriate not only for lower levels, but also for content areas such as literature
      - "real-world" language as needed in the classroom
      - quality of cooperating teachers
      - the self-evaluation process
      - pedagogical content knowledge (Lee Shulman)
   b. In in-service, attention must be paid to:
      - mentoring
      - peer coaching
      - readily available and appropriately designed experiences for teachers, such as courses provided by colleges and universities
      - collaborative efforts across levels of instruction and between education and language departments in colleges and universities
3. **Work with state organizations and departments of education to develop post-baccalaureate certification programs in line with national guidelines.** These programs should include fifth year and alternative certification programs. It is essential that the profession be involved in these in order to maintain appropriate standards.
4. **Work with state language organizations, state departments of education, and colleges and universities to require study abroad and/or intensive**

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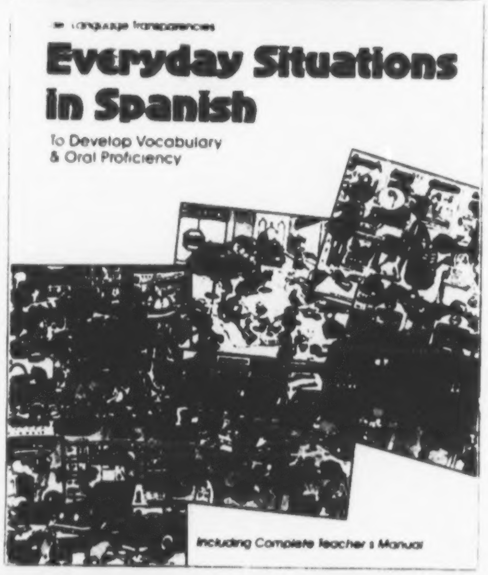
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language experience programs for prospective teachers.

5. **Work with state foreign language organizations and state departments of education to establish mandatory state-wide assessment programs.** The assessment would include both entrance and exit measures, as well as recertification. These should cover language, content (culture, linguistics, and literature), and pedagogy.
6. **Develop an active national program for the recruitment of foreign language teachers.** Although this is the last point listed, it is considered to be a crucial issue for the foreign language teaching profession. The resolution of the crisis situation that now exists in foreign language education because of the critical shortage of trained teachers will require the efforts of all interested parties, including language organizations, state departments of education, district supervisors, school districts, and colleges and universities.

CLASSICS

CRITICAL INSTRUCTIONAL ISSUES IN THE CLASSICS

Robert La Bouve, Texas Education Agency,
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Martha Abbott, Author, Fairfax County
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Lynne McClendon, Fulton County Board
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William J. Mayer, Hunter College, New York, NY

The Classics profession has made great strides during the 1980s as enrollment in Latin increased and classicists at all levels developed innovative collaborative efforts. Because of the important benefits that students derive from the study of the Classics and Latin, the coming decade must see a renewed commitment by the profession to build on the strengths and new directions of the 80's, to secure the place of these important classical studies in the curriculum of all American schools, and to develop innovative and practical ways to face the challenge of a shortage of qualified Latin teachers. In addition, classicists must redefine curriculum and pedagogy for the Classics and Latin in the schools in relation to the needs of the students of the 90's and the current focus on international education.

In light of the above, classicists at the ACTFL Conference have identified the following priorities with accompanying recommendations:

1. **Work to ensure a vital role for the Classics and Latin in the curriculum of all American schools.**
   — Formulate a rationale for the Classics and Latin in both the elementary and secondary curricula, which would take into consideration the diversity among students and the need for a curriculum that supports multicultural, global education.
   — Seek to make the teaching of the ancient world, classical literature in translation, and mythology an integral part of the school curriculum.
   — Make Latin instruction available as widely as possible and as early as possible to all students.
   — Promote a role for Latin in exploratory language courses.
2. **Adapt Latin pedagogy so that Latin instruction focuses on teaching Latin as a language including development of proficiency in all four language skills with primary emphasis on reading.**
   — Formulate a broad and flexible set of norms regarding the balance between instruction in language and culture, the pace of instruction, and the rate at which levels of mastery of elements and structures of the language should be expected and achieved.
   — Develop measurable standards of proficiency in students' ability to read Latin at set levels of achievement, accompanied by measurable proficiency standards in listening, speaking, and writing.
   — Continue research and development of computer-assisted instruction, interactive video, and distance learning to facilitate development of language skills and to enable Latin instruction to be offered to more students.
3. **Encourage active recruitment of teachers of Latin while ensuring that there are high quality training programs and staff development opportunities for in-service teachers.**
   — Increase efforts to recruit new teachers and to retrain current teachers as Latin teachers.
   — Develop a variety of in-service training programs and summer institutes to acquaint teachers with all available methods, pedagogical strategies, and materials.
4. **Promote collaborative efforts within the Classics profession and with modern language organizations to achieve strength through working toward shared goals.**
   — Improve articulation between school and college/university instruction in Latin.
   — Increase efforts in the area of public awareness and promotion of the study of the Classics, Latin, and Greek in the schools.
   — Renew commitment to networking both within the classical language profession and with the modern language profession to identify purposes in common and areas for cooperation and mutual support.

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RESEARCH

RESEARCH: WHAT QUESTIONS SHOULD WE BE ADDRESSING IN THE NINETIES?

Kathy Bailey, Monterey Institute of International Studies, CA — Co-Chair
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Sally Sieloff Magnan, University of Wisconsin, Madison
Vicki Galloway, Georgia Institute of Technology, Atlanta
John A. Lett, Jr., Defense Language Institute Presidio of Monterey, CA
Renate A. Schulz, University of Arizona, Tucson

The task of the Research Committee was to read the papers from the 12 different strands of the Priorities Conference in order to identify research needs for the 1990s. The identified needs were presented during a Networking Session at the 1989 ACTFL Annual Meeting in Boston, with comments from the reactors and participants at the session. This summary is the result of the many provocative discussions associated with this process. It will serve as the framework of the final paper of the Research strand and as a starting point for discussion at the session "A Special Interest Group (SIG) for Research in Second-language Learning and Teaching" at ACTFL '90 in Nashville.

ACTFL's priorities for the 1990s build on developments ushered in by our agenda a decade ago. In 1980, the notion of a competency-based model for testing was novel. Today, the constituents of that model are a major focus of concern within and outside the ACTFL organization. In 1980, the research needs suggested by ACTFL addressed a profession in which applied linguists were a caste apart. Today, a growing number of significant studies clarify issues such as the use of authentic materials and the relationship between comprehensible input and output. Institutional views about the role of the applied linguist have changed. Today, research in language acquisition is emerging as a viable, vital discipline. With this emergence comes an expanded research potential. The profession is now in a better position to undertake the scope of investigation necessary to address urgent concerns of the 1990s.

Traditionally, our research has included both experimental and classroom-based "action" studies. Although it has yielded many insights into both theory and practice, it has not produced a single, or even a few, widely accepted competing theories. We are still in the theory-building stage, a stage that encourages diversity in research approach as well as procedure. A research agenda for the 1990s should thus provide for experimental, naturalistic, and classroom inquiry to investigate the same research questions, where possible using complementary sets of data.

Our research is often hindered by the lack of accepted, valid and reliable tests to assess language proficiency. We must continue test development efforts in all skills. Improving our research tools will be an important step toward testing the hypotheses of our developing theories.

Where to place priorities for research is a difficult question, since the breadth of the profession is so large. And yet, the papers and discussions often focused on the following three major areas: *acquisition in various classrooms as compared to natural situations* (also a major concern of the 1979 Priorities Conference); *learner needs and characteristics* (including learning styles and strategies, learner attitudes and background, and purposes for language study); and, *the role of the teacher and teacher preparation* (including instructional decision-making, program design, materials development, and optimal use of technology). The identification of only three— albeit very large—areas is in no way intended to exclude other areas, but rather to point to the extensiveness of the task before us and to the inappropriateness of having our small committee set forth a precise research agenda.

Given the scope of our profession's urgent need for information, the committee strongly urges a summit of second language organizations. Collaboration will be essential in obtaining the necessary expertise and funding. In order to provide a framework for collaboration, the committee suggests that a Special Interest Group on research be created. It should be open to all language researchers and have direct links to national and international foreign language organizations.

TESTING

ASSESSMENT

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Manuel Rodriguez, Northern Arizona University, Flagstaff — Co-Chair
Grant Henning, Author, Educational Testing Service, Princeton, NJ
Charles W. Stansfield, Center for Applied Linguistics, Washington, DC
Elena Shohamy, National Foreign Language Center, Washington, DC
Rebecca Valette, Boston College, Chestnut Hill, MA
Dale L. Lange, University of Minnesota, Minneapolis

Preamble

Assessment in language education is important for evaluation of learners and programs and for teacher development. It deserves long-term support in terms of fiscal and human resources by professional organizations, educational institutions, state departments of education, the U. S. Department of Education, and others concerned with equity and quality education. As we approach the end of the twentieth century, the Tests and Testing Committee identified a hierarchy of issues and concerns at the 1989 ACTFL Professional Priorities Conference in Boston. Following are the priorities and accompanying recommendations for action.

Priorities

1. To define the purpose of language use within cultural contexts.
    a. Validation of the ACTFL Proficiency Guidelines across the four skills areas and learner populations, including the development of language-specific guidelines where they do not yet exist. Do the current Guidelines provide a broad enough set of content descriptors for the full range of language learners (K-6, 7-12, post-secondary)?
    b. Research into the implicational nature of the Guidelines.
    Are the abilities implied by performance at the higher levels actually there?
2. To develop a taxonomy of testing purposes related to assessment procedures.
    a. Classroom strategies.
    b. Standardized tests.
3. To develop valid and reliable instruments that reflect the purposes of language use and assessment.
    a. Research on the "backwash" effect, i.e., what effects to tests have on teaching and learning?
    b. Obtain psychometric information about language tests that are currently in use, i.e., what are these tests testing?
4. To integrate assessment into the teaching and learning process.
    a. Promotion of the role of both teacher and student in the assessment process.
    b. Research into the relationship between time spent in language study and the attainment of proficiency levels.
    c. Research into the "backwash" effect of the Oral Proficiency Interview on secondary school language instruction.
    d. Development of models of teacher education (pre- and inservice) that include appropriate preparation and practice in assessment strategies and analysis.
    e. Research into the effects and use of self assessment in the teaching and learning process.
    f. Education of the lay and educational communities as to appropriate use of assessment procedures and their results.
5. To explore and develop suitable applications of technology for teaching and assessing language use, e.g., computer-assisted/adaptive tests, video listening instruments, and interactive video strategies.

PUBLIC RELATIONS

PUBLIC RELATIONS AND ADVOCACY

Helene Zimmer-Loew, American Association of Teachers of German, Cherry Hill, NJ — Co-Chair
J. David Edwards, Joint National Committee for Languages — National Council for Languages and International Studies, Washington, DC — Co-Chair
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Thomas H. Kean, Former Governor of New Jersey, Trenton
Thomas L. Burroughs, National School Boards Colinsville, IL
Mary Hatwood Futrell, National Education Association, Washington, DC
Richard Brod, Modern Language Association New York, NY

Preamble

Policy makers are not experts in every field and are not dependent upon good, reliable information and data. They are moved by public opinion. With this end in mind, a major coordinated public relations campaign is needed within the next decade to show that FL is a profession and that FL study is needed in the U.S.

PUBLIC(S) TO INFLUENCE:	ISSUES (The What) We should...	PROCESS (The How and By Whom) We should...
A. LEGISLATORS (including national and state elected officials including governors and executive branch administrators)	• increase our positive public image as a profession • match FL expectations with program outcomes • disseminate information on our "successes" in teaching FLs, including English as a FL	• advocate publicly for FL legislation in every state (letter writing, visits) • sponsor public advocacy workshops
B. PARENTS (including taxpayers, PTA's and even disinterested parents/guardians)	• increase our positive image as a profession • address the needs of *ALL* students, including inner city and learning disabled	• identify influential "friends" of FL and provide materials for them to disseminate • sponsor nationally televised public opinion talk shows (e.g., Oprah Winfrey) on education issues but focus on FL's
C. STUDENTS	• inform students of the value of FL study	• have them contact legislators and school board members about positive experiences
D. TEACHERS/INSTRUCTORS	• enhance professionalism of teachers • prevent the spread of "INFEX-SHUS" mololingualism	• work through existing networks such as Academic Alliances and other structures
E. SCHOOL BOARD MEMBERS	• increase intra-professional communication • disseminate information on recent increase in FL enrollments • focus on FL study as a means of developing high level professional skills	• identify influential "friends" of FL
F. CORPORATE AND BUSINESS LEADERS (e.g., CEO's)	• establish a network of policy decision makers	• make personal contacts with specific individuals • work with AT&T and other businesses that are beginning to create language programs within their businesses
G. FOUNDATION EXECUTIVES	• influence policy and funding levels for priority programs (e.g., less-commonly taught languages)	
H. BUSINESS SCHOOLS		• utilize state and national foundation directories (e.g., International MBA at Harvard, Wharton School at University of Pennsylvania)
I. FEDERAL GOVERNMENT		
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Language Association **Bulletin**

New York State Association of Foreign Language Teachers

VOL. XLII May 1991 No. 5

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS REPORT OF THE TASK FORCE ON TEACHER PREPARATION

Investing in the Future of Foreign Language Teaching: A Design for Teacher Preparation

I. INTRODUCTION

The foreign language classes of the future must be taught by trained professionals whose competencies as teachers reflect progress made in the profession as it relates to theoretical foundations, outcomes of research, and their practical applications to classroom instruction. The challenge is particularly crucial at this time when large numbers of retirements of veteran teachers are imminent, thus creating a need for more prospective foreign language teachers. Those who choose to become teachers of foreign languages must be prepared thoroughly if we are to enable future students to be proficient in a language other than their own and to participate actively and sensitively in this pluralistic society that is part of a globally interdependent world.

In anticipation of meeting this challenge, the New York State Association of Foreign Language Teachers (NYSAFLT) convened two Colloquia jointly sponsored with the State Education Department, in 1989 and in 1990, that were specifically devoted to issues of teacher preparation. Their purpose was to gain substantive input from classroom teachers at all levels of instruction regarding the competencies and training that they believed every teacher entering the profession should have. Each Colloquium was attended by over 200 teachers. The content of their discussions was carefully compiled to be used by the Task Force on Teacher Preparation that was subsequently established by the Association. The final goal of the Task Force was to prepare a document containing the competencies that all teachers of foreign languages should possess and the type of training that enables them to achieve those competencies.

The names of the Task Force members appear in Appendix B. It is important to point out that they, like the approximately 400 people who attended the two Colloquia, were truly a representative cross section of the profession. The Task Force was composed of teachers from all levels, elementary through postsecondary. They are teachers of several different languages, teacher trainers, developers of curriculum, and all are active in NYSAFLT. They teach students of varying ability levels, students who have special educational and emotional needs, students whose motivation may be somewhat lacking or whose behavior may be problematic, and students who are highly motivated, gifted and talented. In short, they are the world of the teacher, because they live it every day.

For many readers, the information contained in this document will be neither new nor revolutionary. Nationally recognized theorists, researchers, and leaders of both educational and philanthropic organizations and foundations have had much to say about the teacher preparation process. Their reports are of enormous importance and have had a dramatic impact on teacher training. Many of the reports were read by the Task Force during its deliberations (see Appendix A). In the final analysis, the most reliable list of competencies and the most successful teacher preparation programs are and will be those which

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(continued from page 1)

clearly incorporate the recommendations of both nationally known experts and the people "in the trenches," the classroom teachers who deal with the daily realities of working with young people. In creating the Task Force, careful attention was paid to selecting people whose contributions would reflect those realities.

It makes sense to listen to these practitioners because they can provide the type of grass roots information that is absolutely essential for the survival and ultimate success of those who are entering the profession. Everyday classroom teachers may not necessarily know all the theories, and it is quite possible that they will not have read all of the reports, but they do have many of the keys to effectiveness. They know what to do and how to do it because they do it every day. They attain excellence not just because they know the theories, and not just because they have read the reports. They attain excellence because they act out of a passion for teaching. The validity and the potential impact of this report are based on the simplicity of that concept. The report states what the classroom teachers recommend, and it deserves the attention of those associated in any way with the preparation of teachers.

II. COMPETENCIES THAT FOREIGN LANGUAGE TEACHERS SHOULD POSSESS

Competency: **• The second language teacher will be able to identify and state proficiency-based outcomes of instruction.**

According to current thinking and research in foreign language education, students acquire language more readily when instruction is driven by outcomes that are proficiency-based. The purpose of language is communication. Users of language perform communicative functions in the language to convey meaning. The New York State Syllabus identifies those communicative functions as socializing, providing and obtaining information, getting others to adopt a course of action, and expressing opinion. Successful performance in the language being learned is measured by determining the extent to which students are able to actually perform these functions in the target language.

It is important for trainers of foreign language teachers to realize that the proficiency-based approach stands in contrast to the more widely familiar grammar-based approach in which students learn to manipulate grammatical structures without necessarily applying those manipulations to a communicative purpose. Because the students were unable to make the connection between the grammar activity and the purpose of the communication, entire generations of language users achieved very limited proficiency: the "tongue-tied American." They developed no repertoire of strategies for communication because foreign language learning was characterized by practice of discrete points of grammar that often were not contextually linked.

Many teachers who enter the profession today learned their language in this way and, since one tends to teach the way one was taught, the natural inclination of the beginning teacher is to revert to a grammar-based rather than a proficiency-based mode. Training teachers to develop learning outcomes that are stated in terms of the functions that students ought to be able to perform, therefore, is at the very core of the teacher preparation process. Once prospective teachers clearly understand the nature of proficiency-based outcomes and can state them clearly, they can become acquainted with the types of learning activities that will enable their students to perform the target functions.

Competency: **• The second language teacher will write long and short term lesson plans which will enable the learners to achieve the stated learning outcomes.**

Competency: **• The second language teacher will design and deliver instructional activities appropriate to the stated outcomes.**

The prospective teacher should be aware that what takes place in class each day is part of a whole framework of planning that starts with the statement of instructional goals, proceeds through long and short term lesson planning, actualizes with learning activities and materials, and culminates in some form of evaluation. When adequate emphasis is placed on goals and planning, teachers avoid becoming inextricably tied to textbook sequences. Instruction becomes a series of activities that lead students to mastery, and evaluation is valid and realistic because it is based on carefully defined and measurable outcomes.

Planning, both short and long term, is the road map, the course of action that every teacher uses to be effective. It contains the carefully constructed sequence of instruction that will lead the learner toward the stated goal. It takes into account the complexities of the language, the needs of the learners both individually and collectively, the school calendar, and the availability of resources. During the planning stage, the teacher is able to envision the instructional delivery step by step, and then fashion the motivation, the practice exercises, the communicative interactions and the instructional materials accordingly.

Teacher preparation involves more than introducing the inventory of activities that can be used in class. It requires careful attention to the whole planning process. Prospective teachers require ample training and practice in planning so that they then can be more effective when they enter their classrooms.

Competency: • **The second language teacher will integrate into the designing of lesson plans and instructional activities the knowledge of:**

- **a) the State Syllabus and the proficiences associated with Checkpoints A, B, and C**
- **b) the processes of first and second language acquisition**
- **c) current trends and research in second language education including thorough preparation in applied and comparative linguistics as well as psycho — and sociolinguistics**
- **d) current instructional methodologies**
- **e) existing and newly emerging technology and communication networks**
- **f) cognition psychology and learning theories that will acquaint them with the factors of human behavior and motivation**
- **g) child growth and development patterns**
- **h) specific approaches that will be successful when working with all students, including those with special educational needs and the gifted and talented, and with students from all ethnic and racial groups**
- **i) current trends and research in the education of the whole child**
- **j) district goals and philosophy**

A teacher who knows how students learn in general, and how they acquire language in particular, is better equipped to design the sequences of instruction, the learning activities, and the supporting materials. Therefore, knowledge of language acquisition theories and research on linguistics, as well as the psychology of human behavior and development, is absolutely essential. Teachers need this type of solid foundation in order to be aware of the learning process actually experienced by the students.

Teachers who are native speakers of a second language are a tremendous asset to the foreign language profession in terms of the linguistic and cultural enrichment which they bring to students. Teacher preparation programs should ensure that native speakers acquire a thorough knowledge of comparative linguistics as it relates to the teaching process. Teachers with a native language background can be most effective when they have a broad understanding of the American educational system and of the young people whom they teach.

The New York State Syllabus, *Modern Languages for Communication,* has been designed to provide teachers with an inventory of the functions, situations and topics that should be included in the foreign language curriculum of the schools. It also states the proficiencies in Listening Comprehension, Listening/Speaking, Reading, and Writing that are appropriate for each of the three Checkpoints A, B, and C. These proficiencies are stated in the form of learning outcomes that describe the functions that students should be able to perform and the qualitative and quantitative levels of that performance. The Proficiency Examination given after Checkpoint A, and the Regents Comprehensive Examinations at the end of Checkpoint B, are based on those proficiencies, and familiarity with them is required in order for teachers to rate student performance on the examinations.

In short, the Syllabus can form the basis for all lesson planning, from outcomes through evaluation, and it should be one of the basic tools available to every teacher-in-training at the college or university level, to every classroom teacher of foreign languages, elementary through postsecondary, and to every person responsible for the training of teachers.

Competency: • **The second language teacher will demonstrate at least an Advanced Plus Level of proficiency according to the ACTFL Proficiency Guidelines (ILR 2+) in the target language in listening, speaking, reading, and writing.**

Proficiency in the language is at the very basis of a teacher's ability to teach. Since teachers entering the profession are expected to work in a proficiency-based mode, it is helpful for them to be taught in that fashion as well. This type of modeling is achieved best when instruction and testing at the postsecondary level are also proficiency-based. Exposure to small-group as well as large-group instruction, opportunities to interact with native speakers, and expanded contact with authentic language through the use of film, video, radio, computer, and telecommunications will further enhance the acquisition and maintenance of the accepted level of proficiency.

Recognizing that language acquisition occurs gradually over a period of time, it is recommended that the proficiency of prospective teachers be assessed at four different points during the training and certification process and that the minimum following standards be required:

Point 1: **Declaration of academic major or at the end of the sophomore year — Intermediate-Mid (ILR 1).**

Point 2: **End of the junior year and as a prerequisite for student teaching — intermediateHigh (ILR 1+).**

Point 3: **Second semester of senior year prior to graduation — Advanced (ILR 2).**

Point 4: **Permanent Certification — Advanced Plus (ILR 2+).**

Competency: • **The second language teacher will demonstrate the knowledge of the target civilization and ability to participate in the target culture.**

Although cultural competence always has been an important component of every teacher's qualifications, the advent of the proficiency-based approach to language teaching further increases the role that such competence plays in enabling the teacher to teach effectively. The contextualization of instruction that is inherent in such an approach involves materials that actually are used by members of the target culture in their everyday lives. The communicative situations in which the students learn to interact as they study the target language must reflect the everyday reality of that culture. This brings relevance to the language learning process and enhances both acquisition and the ability ultimately to use the language appropriately. More than ever before, the world of the target culture is brought to life in the classroom as an integral part of instruction.

In addition to knowing about the history and everyday life of the target culture, today's teachers need background experience in which they have been exposed to the values system of the culture(s) where the target language is spoken. This enables them to guide their students in identifying their own values and in examining them in relation to those of different cultures. It is not important that the learners be taught to love the target culture, but it is crucial that an awareness of the system of values be fostered so that they can cope realistically with both the similarities and differences. This, too, falls within the realm of the teacher's responsibility.

This competency is best acquired through actual residence in the target culture, ideally within a family homestay, as part of an academic program of at least six months in length prior to receiving permanent certification; When such an arrangement abroad cannot be obtained, an extended immersion experience should be pursued in this country.

Competency: • **The second language teacher will use a variety of classroom management techniques in delivering instruction.**

Training in the formation of proficiency-based learning outcomes and the preparation of both long and short range plans must be accompanied by the introduction to effective teaching techniques. Here, success is based on knowledge of:

- small group and large group dynamics, and procedures that foster interaction and learning among the group members.
- the teacher's roles as facilitator, monitor, and resource.
- how to develop students' critical thinking skills.
- how to employ effective questioning techniques.
- diagnostic techniques that enable the teacher to provide meaningful feedback and error correction coupled with appropriate remediation or enrichment.
- activities that provide motivation and practice for developing student's proficiency and promote a classroom atmosphere in which student's self-esteem is fostered and maintained.
- availability and use of materials and equipment appropriate for the classroom.
- the school discipline code, procedures for its implementation, and the role of other school personnel in dealing with problems of discipline.

Competency: • **The second language teacher will collaborate with colleagues, administrators, parents, and students.**

The school environment with its separate classrooms promotes individuality in its teaching staff, but can often result in teachers working alone on both the planning and implementation of their lessons. It is particularly important that the prospective teacher enter the profession prepared to work with colleagues, as a team member, in all facets of the instructional process. They should be able to:

- demonstrate the ability to learn from colleagues.
- share their own expertise in informal situations, in formal committees, and through intervisitations.
- act constructively on suggestions from colleagues and supervisors.
- join with colleagues to improve the profession through curriculum development, articulation, textbook selection, and preparation of examinations.
- interact regularly with colleagues from other subject areas to develop and implement interdisciplinary units of instruction.
- attend meetings of parent-teacher organizations and other community groups and integrate community resources in the curriculum and in the classroom.

Competency: • **The second language teacher will design and administer assessment that is appropriate to proficiency-based learning outcomes.**

It is important for prospective teachers to understand that testing, both formal and informal, enables them to assess student progress and measure the effectiveness of their instruction. Evaluation must be consistent with the learning outcomes. It must reflect the teaching strategies and resources employed, and it must take into account the preferred learning styles and diverse ability levels of the students. In order to design effective assessment instruments, the prospective teachers must possess a knowledge of both State examinations, the Proficiency Examination and the Regents Comprehensive Examinations. They should understand the difference between measures of achievement and measures of proficiency, and demonstrate the ability to construct tests that incorporate authentic contexts and materials.

Since the ultimate goal of testing is to improve instruction, the teacher should be able to use the test results to design remedial and enrichment workfor students, evaluate and adjust instructional techniques, and determine the validity of the initial learning outcomes. Furthermore, a basic knowledge of statistics will enable the teacher to generate data that can be used to assess the effectiveness of instruction and attain accountability, where possible.

Competency: • **The second language teacher will perform non-instructional responsibilities in keeping with district regulations, philosophy, and goals.**

The teacher's responsibilities extend beyond the classroom to include a variety of non-instructional tasks which are often overlooked but which are, nonetheless, important for well-run schools. They include:

– preparing required reports in a timely fashion.

– maintaining appropriate records to validate grades.

– maintaining an accurate attendance record.

– informing parents and counselors of student's progress.

Special Note for the Teaching of Latin and Greek

The New York State syllabus *Latin for Communication* establishes proficiency-based outcomes for Latin and Greek. It is a syllabus comparable to that of *Modern Languages for Communication.* The competencies for teachers of the classics are similar to those of the modern language teacher, but must reflect the philosophy and research of the teaching of classical languages.

III. GUIDED PRE-TEACHING EXPERIENCE

This Task Force report emanates from recommendations offered by classroom teachers throughout the State. Nowhere is this concept of grass roots input more important than as it relates to the student teaching experience. Cooperating teachers in the schools provide the hands-on experience which links theory with practice, course work with field work, and content with process.

Teacher training culminates with the student teaching experience. Although years of work as a full time teacher will bring about increasingly refined performance, it is expected that the competencies outlined in Part II of this report will be in place once student teaching is completed. It is at this point that the training institution and the cooperating school attest to the individual's ability and preparedness to perform in a professional setting for many years to come.

Many aspects of the teacher preparation process have been presented and discussed in conjunction with the competencies in Part II. However, three specific components of the guided pre-teaching experience deserve special consideration because of their potential impact on the success of the student teaching experience and the ability of the teacher to perform competently once in a full time position. It is recommended that training institutions address the following issues:

Foundations of Language Teaching

Future teachers need an in-depth exposure to learning theory and the principles of second language acquisition. When they understand *how* people learn in general, and how languages are acquired, they are better equipped to develop learning outcomes, create lesson plans, and design instructional activities. They can recognize specific stages of the language acquisition process, and even make their students aware of what is happening as they learn. This knowledge enables teachers to create and maintain an environment where language learning can take place.

All teachers can and should keep themselves up-to-date with what is happening in the profession by reading the journals to stay abreast of current research and its application to the classroom. This is a professional habit that should be formed during the teacher training process. In order to do this effectively, teachers must be able to read and interpret statistical reports. Second language instruction has improved immensely in the last decade because of research in language acquisition. Without acquaintance with the research process and the reporting of data, research becomes the domain of an elite few. However, when classroom teachers are trained to survey research and interpret the results, they can become involved in the studies themselves, and even initiate their own research.

Teacher Proficiency in the Target Language

A minimum proficiency level of at least Intermediate High has been recommended as a prerequisite for student teaching. Failure to meet this minimum requirement can be embarrassing and detrimental to the student teacher whose professional future may be seriously jeopardized. Proficiency development is the responsibility of all foreign language teachers at all levels because it is attained through an uninterrupted continuum of learning that takes place over a period of years. Therefore, articulation between foreign language programs at the secondary and postsecondary levels is essential. Without such a partnership, the continuous development of proficiency is substantially hampered.

In recent years the foreign language curriculum at the elementary and secondary levels in the State has been designed according to proficiency-based learning outcomes. This trend must continue to the postsecondary level where foreign language educators need to become acquainted with the ACTFL Proficiency Guidelines. They can then tailor their instructional programs and curriculum according to these nationally accepted standards.

It is further recommended that the foreign language courses at the college level reflect the new emphasis on the use of authentic communicative contexts in the language acquisition process. Literature, once the dominant component of the language major, should be only one of several aspects of the course offerings. Courses in contemporary issues, culture as reflected in the values system, and historical and political developments, all using a variety of texts including newspapers, magazines, television and radio, in addition to literature, will produce a well-rounded teacher who is prepared to work in classrooms at any level and with any kind of student.

Recognizing that the purpose of *all* second language courses, elementary through postsecondary, is to develop proficiency, the learning outcomes of those courses, including the literature courses, should be proficiency-based so that the prospective teachers can achieve the desired Advanced Level of proficiency by the time they graduate from college.

While it is desirable to have students immersed in the target culture through long-term experiences abroad, the financial aspect and its impact on many students cannot be ignored. The Task Force highly recommends that future teachers have the opportunity for sustained exposure to authentic language in the target culture. There will always be, however, a cadre of highly skilled, talented future teachers who will not be able to afford residence abroad. Colleges are advised to proceed with the assumption that the proficiency level of the student must be gained in this country, either through their own programs or through immersions.

Partnership of Colleges and Schools in Student Teaching

Placing Student Teachers in the Schools: Student teachers should be placed in schools according to procedures that are based on specific criteria relating to proficiency and training in pedagogy. These criteria should be agreed upon by both the teacher training institution and the school receiving the student teachers. An atmosphere of collegiality between the university liaison and the cooperating teacher should be encouraged.

Wherever possible, the training institution should place more than one candidate in each of the schools to enable them to form their own support network. This team of interns interacts on a daily basis to provide each other with encouragement and feedback even though they may be working in different subject areas. This also helps to avoid the isolation phenomenon which pervades the teaching profession. Thus, the cadre of future teachers learns the importance of collaboration from the outset of their experience.

Scheduling Observations: Future teachers profit from observing a variety of teaching styles and classes of students of all ability levels. These observations should begin at the time of formal entry into a teacher training program. As the prospective teachers observe various teaching styles, they develop an understanding of the eclectic nature of teaching and start to assemble a collection of classroom management techniques. In addition, the prospective teachers can benefit from observing and participating in the interactions of personnel throughout the school. This will prepare them to become involved in decision-making and it will enhance their sense of the entire school community.

Assessing Student Teacher Performance: The assessment of prospective teachers must be an ongoing, systematic process, provided by both the training institution and the cooperating teacher. The candidates are encouraged to discover what works and what does not, all within a supportive milieu where, through systematic guidance and supervision, the interns convert their accumulated knowledge into practical and effective teaching strategies. Assessment from the university should be timely and adequate, and it should be thoroughly coordinated with the cooperating teacher and school.

Linking Schools and Colleges: In methods classes prospective teachers are introduced to the theories and teaching techniques which they practice as student teachers. Methods instructors at the college level should work closely with classroom teachers from the elementary and secondary levels as a team to teach the college level courses and direct the student teaching experience. This ensures a continuity of instruction and grounds the training process in the reality of the classroom and the school. It is urgently recommended that these teams of teachers from elementary, secondary, and college be established in every region of the State.

IV. PERSONAL AND PROFESSIONAL DEVELOPMENT

This report has highlighted the desired competencies that teachers should possess and the preparation procedures deemed most effective in attaining those competencies. A lifetime of successful performance can be guaranteed more readily when personal and professional growth and self-development are maintained as priorities by the individual teacher, supported by the school district in which the teacher is employed, and fostered by the teacher preparation institution that provides the original training. A healthy and productive corps of teachers is able to contribute consistently to educational excellence. Although the recommendations listed below are not among the actual competencies that teachers are expected to possess, they are the foundation upon which these competencies are built and maintained. It is, therefore, important for all parties involved in the entire profession to be mindful of the following recommendations:

To this end, it is anticipated that teachers will:

- develop and maintain a system of values and beliefs that guides them in their personal and professional life and serves as a model for their students and their colleagues.
- use good oral and written communication skills.
- use interpersonal skills effectively both in the classroom and in their dealings with colleagues and the community.
- use critical thinking skills.
- work to consistently enhance students' self-esteem.
- function effectively in a culturally pluralistic setting.
- demonstrate a commitment to the principle that *all* students have a right to the best possible education.
- accept and accommodate change in content, methodology, student population and work environment.
- assume responsibilities beyond the classroom including extra-curricular activities, curriculum planning, school leadership, and general school enrichment.
- continue professional growth through membership and participation in professional organizations.
- develop and maintain a life-long, ongoing relationship with the target language and its culture through periodic travel, immersion, and personal contacts.
- possess a continued sense of self-esteem and maintain a network of resources for personal support and stress management.
- encourage, appreciate, develop, and reinforce creativity in self and others.
- maintain an ongoing awareness of significant educational issues and their applications to the classroom.
- use computer programs to facilitate record keeping and grade calculation.
- value learning as a life-long process of self-development and self-renewal.
- understand the importance of maintaining a balance of work, family, and leisure time.
- keep each day in perspective with a healthy sense of humor.

IV. CONCLUSION

Ultimately, it is the goal of the teacher training process to foster in its prospective teachers the sense of personal responsibility and a passion for excellence. The training experience should provide the future teacher with the opportunity to be what the Holmes Group refers to as a "reflective, self-correcting practitioner" who strives for self-renewal and models high standards. These are lofty goals for novices to the profession, it is true. However, the pursuit of these goals will enable prospective teachers to derive great satisfaction from the joys of everyday interaction in the classroom, and thereby encourage young people to choose teaching as a profession.

John Goodlad maintains that "tomorrow's teachers are mentored by today's." Therefore, an underlying tenet in all teacher training should be to foster a passion for teaching which is alluring to others. This integrity and passion was Christa McAuliffe's legacy as she stated "I touch the future, I teach." Prospective teachers should be encouraged, indeed nurtured, to internalize these principles and to instinctively model such high standards as they help the young people of our State learn a second language.

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Michelle's International Pen-Pal Service has been swamped with requests for American pen-pals from former East Germany and Bulgaria. If you are interested send your name, address, and age immediately to:

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318 Indian Grove Drive
Stuart, Florida 34994

Indicate whether you are interested in an East German or Bulgarian pen-pal.

APPENDIX A
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French Cultural Services Scholarships

OBJECTIVES

To select an outstanding teacher of French whose greatest qualification is excellence in the classroom. He/she must also have demonstrated involvement in his/her school and community. This teacher should be prepared to share the benefits of this award with the students in the classroom and also to disseminate among the profession what has been learned from the experience: e.g., at the NYSAFLT meeting, NYSAFLT regional meetings or other professional meetings.

GUIDELINES

1. Candidates should have at least five years of experience teaching French prior to application.
2. Candidates should be teaching a minimum of 3 classes of French.
3. Candidates must submit 3 letters of recommendation which must collectively evaluate his/her classroom performance, language ability and potential benefits to be derived from this award.

   (It is suggested you choose 3 of the following: principal, department head, guidance department chairperson, former student, colleague . . . three people who are in a position to know most about you).
4. Candidates must be members of NYSAFLT at the time of application.

TIMELINE

Requests for application must be postmarked no later than June 10. Applications may be obtained from:

Ms. Patricia Pullano
105 Ridgeview Drive
East Rochester, New York 14445

All completed applications must be postmarked no later than August 25.
Award to be presented at the annual meeting at the Concord in October.

APPENDIX B

NYSAFLT TASK FORCE ON TEACHER PREPARATION

TASK FORCE REPORT COMPILED AND WRITTEN BY

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Relevant Reading Using Real Resources

Virginia H. Stelk

In this paper, I will discuss the Reading Process using particularly the Psycholinguist Theory as researched by Frank Smith and Kenneth Goodman, and how this transfers from Language I to Language II. The comparison of the skills-based theory and the psycholinguistic theory is seen clearly on the following chart.

Skills-Based	*Psycholinguist*
THEORY	THEORY
Students master separate skills (which must be presented in a sequence) in order to perform a complete task.	Students select information, form hypotheses, test, and modify them.
VIEW OF READING	VIEW OF READING
Reading is word centered.	Reading is meaning centered.
Reading is a linear process with an orderly sequence.	Reading is a language process.
Reading is mastery of skills.	Reading is using appropriate strategies: A. Sampling B. Predicting C. Confirming D. Comprehending
Reading is an exact process.	Reading can almost never be miscue free.

To be literate in any language, one must be able to read and write. In this country, we all share the concern that students are not reading. It is one of the two areas of greater weakness shown with the results of the last S.A.T. tests. However, lack of reading with comprehension is not just a concern in the U.S.A., but around the world. I have participated in the last two World Congresses on Reading, in Brisbane, Australia, and Stockholm, Sweden. The latter was entitled "Literacy Around the World – Sharing the Future." Much of my recent information comes from sessions in Stockholm where concerns about reading in a second language included Irish, the many Nigerian languages, and English.

> "Learning to read is akin to any other skill; there are perhaps some specialized exercises that one can undertake to iron out particular difficulties, but there is no substitute for engaging in the activity itself. Reading involves looking for significant differences in the visual configuration to eliminate alternatives, and knowledge can be acquired of what differences are significant only through experience. This knowledge cannot be taught, it has to be acquired; the major contributions that the teacher can make are to provide information, feedback, and encouragement."[1]

The emphasis here has to be encouragement – motivation by the teacher. Reading is a skill, and skills are improved only by practice and the observation of experts performing the skill. We are the experts so, we must be excited and seen to be in the process of reading, also.

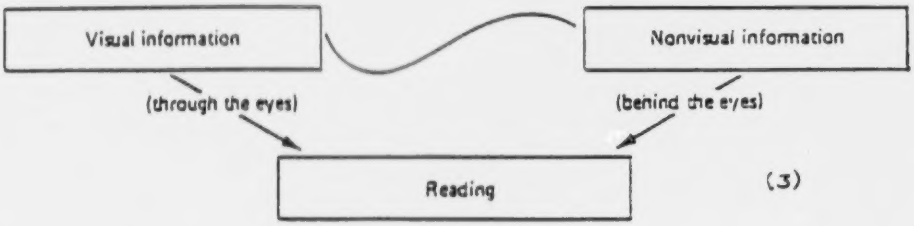
Kenneth Goodman states that reading is a psycholinguistic guessing game. The most skilled readers are using the fewest visual cues and bring the most experiences to the script. The skilled reader predicts and guesses, based on what he already knows. The following is a quote from Kenneth Goodman.

> "Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses.
>
> "More simply stated, reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening.
>
> "There are four important assumptions that underlie the above definitions:
>
> 1. All readers bring an *oral language system* to the reading process.

Virginia H. Stelk, Lakeland Copper Beech Middle School, Mohegan Lake, New York.

> 2. All readers bring the sum total of their *past experiences* to the reading process.
>
> 3. Reading materials represent the language patterns and past experiences of the author.
>
> 4. Reading is an active language process which involves constant interaction between the reader and the text."[2]

I think we can transfer these four assumptions to Language II reading. Number one is a given in a communicative approach. Without oral language, our readers are at a definite disadvantage. At the begining levels, reading must be as basic as the speaking skills. Let's consider then number two. The importance of past experience is crucial. Research proves that to learn something new the student must have previously experienced 80% of new material. We must be the major providers of this past experience for our students by giving our students a preview of the print. Reading looks like this:



(3)

The third assumption is that reading materials represent the language patterns and past experiences of the author. This is why language experience reading has proved to be very successful in the early elementary grades (which is the equivalent of our beginning second language students.) The student or class or groups have an experience with a picture, a film, or a special event. Then a short story is dictated to the teacher who writes it on the board or overhead. The class copies the story and reads it and works with it to study vocabulary and syntax. It is relevant and the words have meaning because it is within the framework of the language they know and uses experiences they have had.

Number four involves interaction between reader and text. The text must be meaningful. New readers cannot comprehend text by reading isolated words unrelated by meaning. Try reading the following backwards paragraph. You will know isolated words, but comprehension will be lacking.

> "Accomplished is it how detail in specified not have we but. Fact necessary and actual on both is identification meaning immediate that argued have we. Comprehension for reads normally reader fluent a which by process the is meaning of identification immediate that length some at asserted have we." [4]

It is helpful eventually to know grammar or syntactic rules, but it is not enough. Look at this example of a nonsense paragraph.

> "A marlup was poving his kump. Parmily a narg horped some whev in his kump. "Why did vump horp whev in my frinkle kump?" the marlup jufd, the narg. "Er'm muvvily trungly," the narg grupped. "Er heshed vump norpled whev in your Kump. Do vump pove your kump frinkle?"
>
> A reader could accurately answer a series of questions about this passage without any substantial comprehension, for example:
>
> 1. What did the narg horp in the marlup's kump?
> 2. What did the marlup juf the narg?
> 3. Was the narg trungy?
> 4. How does the marlup pove his jump?"[4]

We can read it orally, answer the questions because we know the syntax (word order) and graphophonic clues (sounds of letters), but the full meaning is missing because of lack of semantic (meaning) clues. We know "marlup" is a noun because it is preceded by "the," and "paying" is a verb because it is preceded by "was" (an auxiliary), and "parmily" ends in "ly" so it is probably an adverb.

The recent research of Dr. Tina Hickey of Ireland has involved the use of tapes so students listen to the story while reading the print. The enthusiasm for the reading selection increased greatly, as did the reading rate and comprehension level. An added unexpected benefit was the mimicking of the tape in speech patterns and intonations when students read aloud. This research has helpful implications for our classrooms. If we don't have tapes, we can read aloud as the models before students are expected to read aloud.

The following listing of some general competencies shows the realistic expectations in Language I reading which can be transferred to Language II. The readiness and beginning reading stages can be applied to checkpoint A; the elementary level to checkpoint B, and the mature level to advanced students.

Readiness

Uses sentence units in expressing thoughts
Follows a simple story theme
Attends to the reading of a familiar story
Is able to sort objects and/or pictures into self-generated specific categories
Follows simple oral directions in order
Retells or invents stories that follow a simple narrative structure

Beginning Reading

Retells or dictates stories that take into account audience ignorance of events

Is able to project future consequences of a scene or action using both major and minor story events

Summarizes stories in the briefest possible terms

Skims printed text to locate specific items (e.g. words, pictures)

Classifies and surveys texts in regard to their relevance to a specific topic

Makes predictions and judgments based on several sources of information

Elementary Reading

Sees the relationship between setting and theme

Recognizes multiple theme possibilities

Discriminates among various story structures and nonfictional materials and adjusts expectations accordingly

Uses evidence from text to:
  Confirm or revise predictions
  support text implications
  determine the need for further information

Adjusts rate to purpose and type of material (e.g. Skims to find specific details and answers to specific questions)

Weighs evidence of author against his own judgement

Surveys books to determine relevance to a particular topic

Becomes "expert" on a given topic by using a variety of sources to acquire information on it

Mature Reading

Comprehension of written text equals and supercedes listening comprehension

Spontaneously pursues interests through reading so that cognitive growth is self-sustaining

Routinely surveys reading selections

Is able to apply versatile reading techniques (skimming, scanning, study reading) to personal reading, standard texts and research problems

Is able to differentiate between fact and opinion

Recognizes the use of various propaganda devices (e.g. glittering generality, name calling)

Grasps and outlines the relationship between main ideas, arguments and assertions

Understands the relevance of both readers' and authors' point of view

Appreciates the connotative power of authors' vocabulary[6]

Relevant reading materials at checkpoint A should include language experience stories, magazine articles and ads, newspaper articles and ads, and record jackets. Reading skills which students will be able to perform will include the ability to list the cognates, to find words or pictures that fit into a set, or to find the adjectives. They should also discuss how they know this information, or retell a story. At checkpoint B, students can use many of the same resources and spiral into new the expectations.

To be meaningful, we must remember we are dealing with the very young regarding the reading and speaking skills of Language II, but with much more sophisticated speakers and readers of Language I. The materials must be those that they have had experience with, or we must be prepared to give a great deal of background information. Let us keep our reading expectations realistic, use materials that visually and meaningfully speak to the age of the students, and be excited about reading ourselves.

NOTES

[1] Smith, Frank, *Understanding Reading,* Holt, 1971.

[2] Goodman, Kenneth S., "Reading: A Psycholinquistic Guessing Game," *Journal of the Reading Specialist,* 1967, 6.

[3] Smith, Frank, *Understanding Reading,* Holt 1978.

[4] Smith, Frank, *Understanding Reading,* Holt 1978.

[5] Smith, Frank, *Understanding Reading,* Holt 1978.

[6] Zutell, Jerry, adapted from Henderson, E. and Estes T. *Progressive Objectives of Developing Reading Competence,* University of Virginia, 1973.

CALL FOR PAPERS

A special issue of the Bulletin *is planned for 1991 on*

THE ROLE OF HOMEWORK IN FOREIGN LANGUAGE INSTRUCTION

The topic is applicable to all levels of instruction. Standard length papers (8-12 pages, doublespaced) and short papers are invited from the membership.

The Editor and the Editorial Board look forward to receiving many articles on this important theme and encourage you to speak out on it. Please submit manuscripts *in duplicate,* in gender neutral language, to: Editor Irmgard C. Taylor, 23 Floral Avenue, Cortland, New York 13045 **no later than July 15, 1991.**

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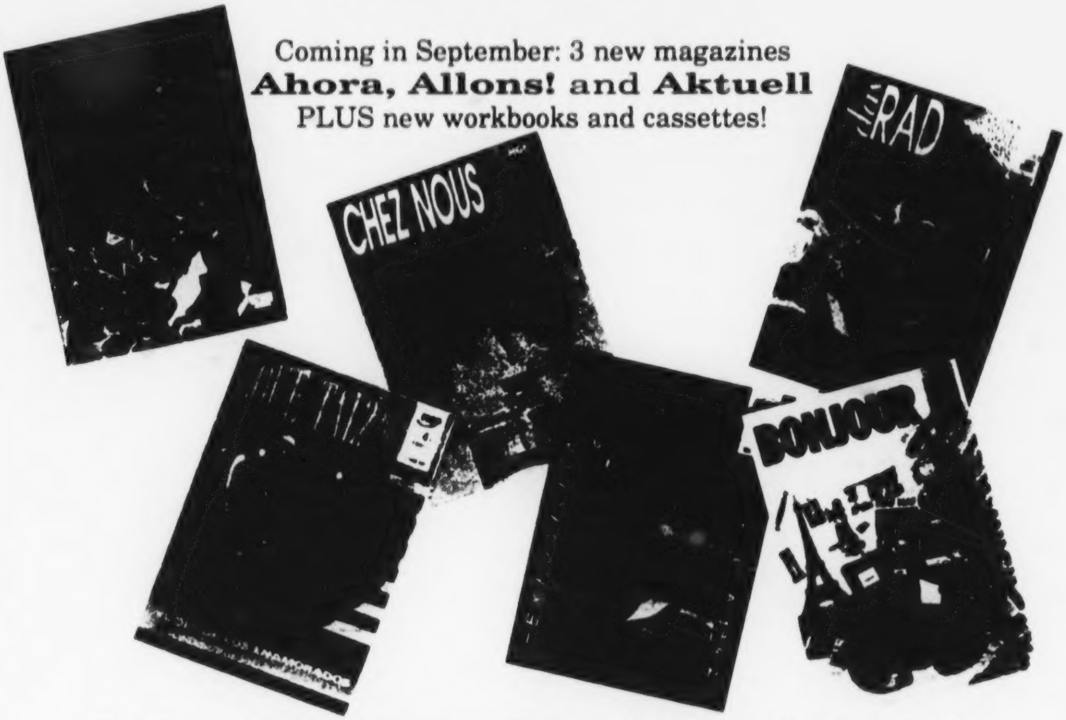

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DELTA SYSTEMS

Letter to The Editor

Dear Editor:

Having read with great interest John Webb's article, "Foreign Languages Education: An Era of Challenges Renewed," I would like to react to his position vis à vis the preparation of second language teachers. Dr. Webb's opinions are clearly articulated, and I agree with the observations he makes with regard to the lack of proficiency-based preparation of prospective teachers at the postsecondary level.

In order for our new teachers to be extremely will prepared before entering the final phases of professional formation, I feel that we, as a profession, must insist that all of these candidates have at least one semester contact with the target culture. Dr. Webb cites finances as being one of the obstacles limiting this experience. It is widely accepted that a university education does not come cheaply, but this certainly is not a viable excuse for a second language major to remain in the States. Teacher salaries have, as a rule, risen dramatically in the past 5-8 years, and the new teacher is looking at a prospective earning power that could only be dreamed of 15-20 years ago. Surely, an investment of this import will reap major dividends in just a few years.

Finally, contact with the target culture must be a prime, but certainly not the sole, consideration in the hiring of any language candidate. Would you engage the services of a lawyer who did not complete his course work with contracts? Would you entrust your family with a doctor who did not take a course in anatomy? Perhaps these are rather exaggerated examples, but the point must be made. Should we entrust our children to learn a second language from an individual who has had no first-hand knowledge of the target culture and who is not himself proficient in that language? I think not.

There are numerous reasonably priced foreign programs and opportunities that future second language teachers can pursue during their college experiences. They should be made aware of them and the advantages that they offer. In addition, the profession must take on a more aggressive role in conveying its message to these postsecondary institutions and their students.

In this age of cost-benefit analysis, our job is to enhance our position in the "market." Superior preparation is a means of demonstrating our "marketability" to doubting administrators, board members, students, and communities. Proficiency in the target language and its culture(s), along with a sound background in methods, classroom management and a sensitivity to the learner will give us the edge in this competitive, cost-conscious society.

Sincerely,
Paul J. Maher
Chairman, Department of
Second Languages
West Seneca East, Sr. High

Professional Calendar

May 9 – Pre-Colloquium and Articulation Workshops, White Plains, NY

May 10 – NYSAFLT Colloquium, White Plains, New York

July 3-6 – AATF Conference, Minneapolis, Minnesota

August 6-9 – NYSAFLT Summer Workshop Skidmore, Saratoga Springs, NY

October 13-15 – NYSAFLT Annual Meeting, Concord, Lake Kiamesha, NY

November 23-25 – ACTFL/AATG/AATI/CLTA Annual Meeting Washington, D.C.

Up to Ten $1,000 Scholarships Planned For Study Abroad at SUNY/Cortland

A study abroad endowment fund at Cortland College has been named in honor of Willi Uschald, recently retired as the College's first director of international programs.

At a campus retirement dinner for Uschald on February 7, President James M. Clark announced that the College Development Foundation of Cortland, Inc., which administers the fund, has named it the Uschald Scholarship Fund for Overseas Studies.

The endowment fund will be used to finance up to ten $1,000 scholarships a year for Cortland students who qualify for the College's study abroad program.

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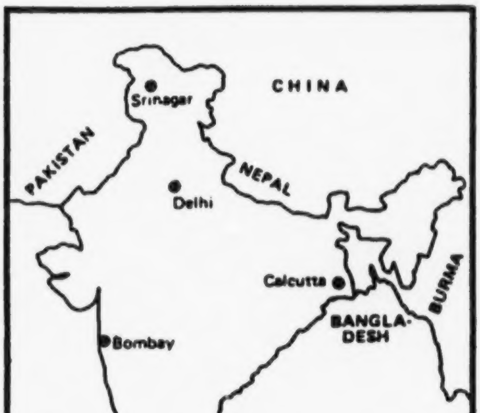
Editor's Comments

Irmgard C. Taylor

A few years ago, the *Bulletin* ran a series of *Culture Capsules* on China written by Jianing Chen. They were very well received and offered us insights into a distant culture.

In this issue I present information on India so that we may again step outside our western world and catch glimpses of an apparently distant culture. For anyone interested in obtaining more academic information on India, the South Asian Departments at Columbia University and Cornell University offer outreach services. Most other universities and colleges in New York State also have South Asia specialists on their faculty. The Asia Society in New York City regularly presents exhibitions and lectures on Indian art and related topics. This summer, the Penn Scholars Programme at the University of Pennsylvania in Philadelphia plans to hold a total immersion enrichment programme for high school students on the theme "India Past and Present: An intellectual and Cultural Experience," from June 23-30.

Readers are incouraged to submit articles and/or reports on less commonly taught languages and cultures of the world to the *Bulletin*.



Teaching Opportunity in India

The Kodaikanal International School in South India has occasional openings in all disciplines for permanent positions or for sabbatical replacements. It also hires some student teachers.

Kodaikanal International School is set high in the Palni Hills and is a hill station renowned for its rugged beauty, cool climate, and interesting variety of animal, bird, and plant life. Established in 1901 as a residential school for the children of missionaries working in the region, since 1974 Kodai School has been an autonomous, Christian, multicultural school with a coeducational program from Kindergarten to Grade 12 which prepares students to enter colleges and universities all over the world.

In Kodaikanal International School students and staff representing more than 30 different countries live in a unique community in which both the local Indian culture and the values and ideals of many nationalities provide an exceptional environment for learning and growing. The aim is to respect national traditions and yet to transcend national differences.

Kodaikanal International School is well known in India and abroad for its high academic standards. The school is a member of the International Baccalaureate, and is accredited by the Middle States Association of Colleges and Schools in the U.S.A.

Teaching and living in Kodaikanal could be a uniquely enriching experience for teachers from New York. The school offers French, German, Spanish, Tamil and Hindi.

For information on faculty appointments contact: Dr. Paul D. Wiebe, Principal, Kodaikanal International School, P.O. Box No. 25, Kodaikanal 624 101, Tamilnadu, India.

In New York State contact: Irmgard C. Taylor, 23 Floral Avenue, Cortland, New York 13045, Telephone: (607) 756-7266.

LETTERS TO THE EDITOR

The Editor welcomes letters from readers expressing their opinions about articles and comments made in the Bulletin or about issues in foreign language education. All letters will be considered for publication.

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Some Observations About India

Sabine Macris

The author of this article is an undergraduate student in Theatre at Franklin and Marshall College in Lancaster, PA. In the fall 1990 semester, she participated in the SUNY College at Oneonta Semester in India Program. This program operates every other fall semester under the guidance of Professor Ashok Malhotra, Department of Philosophy, SUNY Oneonta. In India students attend classes, study Hindi, travel to important sites, and stay for two weeks with families. Upon successful completion of the program students receive 15 credits.

– The Editor

India is a fascinating country. Every day I spent there was an adventure. Everywhere I turned, I was struck by a barrage of new sights and sounds and smells. It is hard to know where to begin describing this country. It eludes description. In a country of about 800,000,000 people, generalizations become difficult to make. Yet there is something uniquely Indian which could be found everywhere I went in that country.

I'll start from before my arrival there. Why did I go to India? I love to travel, meet new people, and learn new languages. I wanted to expand my horizons beyond America and Europe and into the mysterious lands of the East. India seemed a good middle ground between East and West. It had been closely linked with Britain and other European countries for a couple of hundred years. Many Indians speak English, as it is one of the national languages of India, and I could expect to find some modern technology and awareness of Western customs. At the same time, I could explore a culture that was completely different from anything I had seen before.

My expectations of what India would be like were vague. I tried to come with as few preconceptions as possible, not having much concrete information to base them on. The general impression of India held by my fellow Americans is typically not a flattering one. Many Americans see in India only an overpopulated, poor, backward, dirty country. Others, though, recognize in it a great richness of history, culture, and spirituality. Even so, I received little encouragement to go there. It is safer to stay at home and read about India, seemed to be the consensus. It is not nearly so satisfying though, as actually experiencing things for one's self!

Diversity in unity – almost all guest speakers that our group heard stressed this theme in their presentations on Indian culture. From my own experiences, this theme certainly seems appropriate in describing India. The extremes that one can see there are astonishing. It seems that every attribute of human nature, every paradox, can be found living in the people of India. How does a country of such diversity maintain a distinct unity? What is the glue that holds India together? And how has that bond held through the ages?

Geographically, India (alongside Pakistan) is its own discrete entity. It is bordered by ocean and the Ghat mountains in the south and the Himalayan mountains to the north. These physical boundaries have served to isolate India, to a great extent, from outside forces. In this respect, geography is a uniting factor of India. However, India's geography also serves as a dividing factor. The extremes of climate and terrain which are present in this country lend themselves naturally to diversity. From high, ice-capped mountain peaks to flat table-lands: from the green, steamy tropics of Kerala to the brown, arid deserts of Raiasthan; from agriculturally rich river valleys to the barren Deccan plateau – the variety of scenery and climes seems endless. The people's link to their land and nature is a strong one. India is a heavily agricultural country, with 42% of the population earning their living as cultivators.* The seasons of planting and harvest provide a rhythm to life. Monsoon is the country's pulse. Rain is the heart's blood which pumps life into the farmer's lands. A good monsoon brings health and prosperity while a poor one brings famine and death.

From the countless number of Indian dialects, fifteen languages are listed in the constitution as official languages of the country. At Independence in 1947, state lines were drawn around major language groups. The issue of language and statehood is a very controversial and sensitive one. Most government business is carried out in Hindi or English, but there is no shared single national language. Proponents of Hindi and English as *the* national language are always at a political tug of war. Hindi has the advantage of being an indigenous language. English is a non-partisan language. Many people would prefer to see it as the national language because it would not give undue advantage and prestige to the native speakers of any one indigenous language that might become the national language.

Individual social groups in India often form secessionist movements – fighting for their own state or country, with their own language and government. There are people in the state of Rajasthan who are fighting for an independent country for the Rajasthanis. Sikhs argue that they should have their own land and so do the Kashmiris. This sense of communal separatism is one of India's worst problems. During the fight for Independence, people suppressed their social differences and united as Indians against the common enemy – Britain. Now Britain is a respected ally and mentor – and the diverse elements of India's population have begun to pull at the country's seams.

It is unfortunate that no compromise of one official Indian language can be reached. A common language does much to unite a country's population. As it is, the vast multitude of languages and dialects in India divides its people into separate, distinct groups. Yet, it must be kept in mind that one of the great strengths of this country is its constitutional protection of the right of each citizen to his own heritage – including language.

Religious tolerance is crucial to India's well-being. India is the home of a great variety of religions. It is the birthplace of Hinduism, Buddhism, Jainism and Sikhism. The teachings of Islam and Christianity also have strong followings there. All of these religions have been adapted to the Indian life-style. India is like a giant sponge in that respect. It is able to absorb many diverse elements and twist them into something uniquely Indian.

Religion is a vital part of life in India. There is a strong respect for spiritualism here, yet materialism runs rampant as well. Everyday in the streets of India one encounters dozens of young children trying desperately to scrape up some money, somehow. They come up with all kinds of interesting ways of getting it. In the Indian child already beats the heart of a little capitalist. Competition here is horribly fierce and the ugly face of poverty is an all too real and familiar sight.

The drive to make money and be financially sucessful in life is an integral part of the Indian mindset. One young man I met spoke jeeringly of the liberal arts majors at his college. He described them as people having so much money that they do not need to have to do any real work. They just want the prestige of having received the degree. Even in America, I met a seven-year-old girl of Indian parents, who told me she wanted to be a cardiologist when she grew up. She couldn't even tell me what a cardiologist was, but the aspiration of becoming a successful scientist had already been drilled into her head.

Competition is healthy and constructive up to a point. One should always strive to be one's best. However, competition here grows so incredibly strong that success becomes an obsession. Great importance is placed on status in India. People boastfully flaunt their titles and their uniforms. People who have these valuable assets are given great respect. Sycophancy is all too common.

India's education system is strong. Schools foster an academically competitive atmosphere even for young children. In the family with which I stayed in New Delhi for two weeks, there were two school-age children of six and four. The work they were doing was about two years ahead of that which American children their age are doing. Even their English writing skills seemed more advanced than that of their age-mates in the States. (This is especially remarkable since English is already their third language – after their dialect of Gujarati and the more formal Hindi.) These children have an hour or two of homework every day and are already given mid-year and final exams in the first grade.

This country provides an enormous amount of education. India produces the world's third largest pool of scientists in the world. The number of literate people in this country is greater than the entire population of the United States. Still these literate people represent just 36% of the population, and only 25% of the women.*

India has much to be proud of. Overall, people there are gracious, loving, gentle people with a strong sense of ideals. After an initial impression of foreignness, it becomes apparent that Indians are in many ways quite similar in character to Americans. The situations and customs and some expectations are different, but in basic character – people are overwhelmingly similar. We have similar ideals of right and wrong; strong love of family; strong desire to live a good, clean, healthy, dignified life. In the details we are different, but in all important respects we are the same. I sincerely hope that my realization of this is one that many more Indians and Americans will grow to make.

**These statistics are from India's most recent national population census, in 1981.*

REMINDER

Readers planning to submit articles or news items to the *Language Association Bulletin* are reminded that two copies, doublespaced must be provided in order to be considered for publication.

The Editor

India – Linguistically Speaking

Irmgard C. Taylor

Imagine a country of about 800 million people with 15 national languages and 844 dialects trying to achieve political unity! Given this linguistic diversity, it is quite amazing that India – in spite of some setbacks – has perservered as a democracy for almost 45 years now. When India gained its independence from British Rule in 1947 and achieved political unity for the first time in its long history, the plan was to phase in Hindi, written in the Devanagari script, as the official national language over the next 15 years and to phase out English as the *lingua franca.*

However, this plan met with strong resistance from the Southern Indian states. Why? India consists of 22 states and nine union territories. In the southern states four Dravidian languages (Tamil, Telugu, Malayalam, and Kanara) are spoken. They differ vastly as language systems from the languages spoken in the North which are Aryan or Indo-European based. Thus, apart from the issue of linguistic power politics, the prospect for South Indian citizens of having to learn Hindi remains repulsive, in part because it would constitute an enormous learning effort. This is why in the South one encounters graffiti slogans such as "Hindi never, English Ever" on buildings and walls.

It is understandable then, that English as the 15th national language remains a strong linguistic force in India. Newcomers from the West appreciate this, because they discover that English is the *Lingua franca* of the subcontinent that permits them to communicate with relative ease in all urban, commercial and academic centers. But for Indians, too, English serves as the *lingua franca.* How else would a Kashmiri from the North speak with a Keralean from the South?

While there is the socio-political drive for emphasis of and pride in regional languages, an equally strong push for early and universal study of English prevails. The reasons are for the most part purely practical. Parents with education and foresight know the value of English as a world language. They know that their children will have better professional and career opportunities if they know English, and know it well. They will seek out the best "English Medium," private schools they can afford for their children. Rural public schools in contrast teach in the regional language (= L1) and teach only a limited amount of English (= L2). Thus children from rural and/or socio-economically underprivileged areas are at a disadvantage. A linguistic hierarchy exists. This stands in the way of the constitutional right to equal opportunities for all. What, if anything, is being done about this situation?

The topic was discussed in depth in the Presidential Address by Professor S. K. Desai of Kuvempu University, Karnataka, in December 1990 at the All India English Teachers' Conference at the University of Madras. This meeting was the 39th session of the Indian Association for English Studies, an organization which has been compared in nature and activities to the Modern Language Association of the United States. At the Conference, papers on English language and literature in India are presented. The organization represents Indian faculty of English from across the subcontinent and can be instrumental in setting policy.

Professor Desai stated that English in India is here to stay. Given this fact, instructional changes are needed to reach all children, and methodological and testing strategies must be improved to produce better results. At the moment only 30% mastery of English after secondary school is achieved, but 80-90% mastery must be reached. Thus compulsory English (L-2) at the elementary level is proposed. In terms of methodology changes, a switch from treating English as an academic discipline to a means of communication, where not the (grammatical) sentence but situations and the (comprehensible) utterance dominate, is suggested. "Communicative Grammar" might avoid "grammar fatigue" by relating grammatical structures systematically to meanings, uses and situations. Frequent conferences and workshops on language teaching are to be held and links between high schools and colleges are to be established. The Central Institute of English in Hyderabad (Andhra Pradesh) could be a leading force in these changes. The ultimate goal of language instruction is to produce, after secondary school completion, speakers who have a complete hold over L1 and L2.

While no one has answers to the staffing and fiscal aspects of such a plan, Professor Desai claims that nothing short of implementing it will solve the national linguistic and socio-cultural problems of the current policy. It is hoped that modern gains in instructional technology will come to the rescue, at

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Irmgard C. Taylor, Department International Communications and Culture, SUNY Cortland, Cortland, New York.

least partially. Unless a drastic policy change is introduced, the current elitist, "Brahmanic" system will continue to educationally and professionally disenfranchise millions of youngsters.

In the study of literature in English in high schools and colleges Professor Desai suggested sweeping changes as well. This field should cease to be "a branch of the British oak" and rather become "a branch of the Indian banyan tree." in future, "literature in English will broadly include the following areas: Indian literature in English translation, Indian Writing in English, British and American literatures, other western literatures in English translation. Courses in this 'house with many mansions' will be organized by using certain viable strategies in terms of, say, genres, isms, trends, themes, techniques and so on. The methodology has to be generally comparative." In a country with 15 national languages and literatures, communication across linguistic borders is neither easy nor cheap. This is why, in the early 1950's, Sahitya Akademi in New Delhi, supported by government funds, was founded. This national academy of letters promotes translations of literary works from one national language into others, recognizes outstanding works through prizes, organizes conferences and workshops, and in general acts as a clearing house for cross-regional literary activities and as a depository of works in the various national languages.

The American foreign language and literature professional will no doubt have impressions of *déjà vu* in reading Professor Desai's bold plans. Many of the proposed changes in India echo developments that language and literature instruction has been and still is undergoing in the Western world: changing language methodology and testing as well as braking down or altering the Western literary canon. It is encouraging that in other, distant parts of the world similar changes are occurring.

In concluding, a word about Indian English: originally an offshoot of standard British English, it soon started marching to its own drummer, as anyone who has listened to Indians speaking English will attest to. Phonology, morphology, and syntax are undergoing constant change and, like other English world dialects, Indian English has moved away from the standard considerably. This linguistic independence is encouraged, especially by creative writers such as P. Lal of the Writers Workshop in Calcutta. For an excellent introduction to Indian English, the last section of the PBS series *The History of the English Language*, narrated by Robin McNeal, is highly recommended.

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Moscow-Brighton Telecommunications Program

Joseph Gersitz

Bridges are built to permit easy access across natural physical barriers, usually bodies of water. They join friendly shores but are neither needed nor desired between unfriendly ones. Telecommunications projects between Moscow and Brighton students now bridge the ocean and the years of fears that separated their parents' and grandparents' generations.

Many events and factors came together at the right time to create the need for and to build the bridge between thirteen New York State schools and their partner schools in Moscow. There were the revolutionary new directions of open thinking and expression introduced suddenly by General Secretary Gorbachov, the capability of computers, telephones and satellites to communicate from one side of the earth to the other in seconds and there were leaders ready and eager to try something new. On this side of the ocean the leaders were Peter Copen and the Copen Family Foundation which joined its financial support and daring to the respected structure and resources of the New York State Education Department. On the Soviet side of the great devide, listening and accepting ears were found among members of the Soviet Academy of Science who drew up the goals of telecommunication by students. These goals, briefly stated, are to determine the impacts of telecommunication on international understanding, on teaching methods and on student learning.

Students in partner schools were linked by the electronic network, Mostnet (most = bridge) so that they could work together on projects of their choice. Telecommunications have bridged the natural obstacles of distance and the too often more insurmountable ones of very significant cultural differences, and, more to be marveled at, the long years of staring at each other across battle lines drawn by the cold warriors. The leaders made the bridge possible and our young students, the citizens and leaders of the twenty-first century bridged the wide abyss.

What are the results of two years of being partners, of exchanging thousands of words and ideas and of meeting face to face? Many results cannot be brought to black ink on white paper, they are sooner read between the lines of words and feelings processed and shared by young people who, speaking different languages and separated by different cultures, now speak a common language of warmth and understanding. They look beyond the differences that separate and naively but really assume the best intentions and understanding of each other.

Now students have a real and authentic forum to use their language skills, and there is no better motivator to learning than being able to use and apply the learned in a meaningful way. It is not just language skills that have improved because writing and speaking to each other were only the tools for learning more about each other. There were few subjects left out of their long distance communications, from family matters to math and science problems, from descriptions of the effective teacher to matters of spiritual hunger. The students of each country served as resources to inform each other about what it is like over on the other end of the bridge.

As with a bridge of steel and concrete, the longer it is there the more it is taken for granted, the more it is essential as an infrastructure for further commerce and communication. For these students that bridge is a most important ingredient of their present and future lives. But fortunately for many students, the electronic bridge led to exchanges of visits and so in the past one and a half years hundreds of students in the partnered schools have visited their partners and the partners' school. At the moment, the world crisis situation may well restrict many to bridging distance and cultures only by computer and satelite. They look forward to the end of the conflict so that they can go on about planning for the school and society of the 21st Century.

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Book Review

Anna Nolfi

Yoken, Mel B.,
Entretiens Quèbècois, Vol II
Montreal:
Èditions Pierre Tisseyre,
C. 1989. 329 pp.

In his second volume of the series *Entretiens Quèbècois,* Mel B. Yoken introduces us through interviews to twelve noted writers, four women and eight men — poets, novelists, essayists, short story writers and journalists.

The writers interviewed are: Yves Beauchemin, Claude Beausoleil, Denise Boucher, Nicole Brossard, Claudette Charbonneau (Aude), Maïm Kattan, Roger Lemelin, Louise Maheux-Forcier, Pierre Nepveu, Jean-Guy Pilon, Jean Simard, and Jean-François Somain (Somcynsky).

The format of this volume is the same as the first, with many of the questions exactly alike. The second volume, however, has two added features: a critique, and, at the end of each interview, selections from the works of the writer interviewed.

Through skillful and thought-provoking questions, Yoken engages the writers in talking freely about themselves, and their works. They trace their growth and development from childhood to their present status as acclaimed and distinguished authors. The authors talk about their childhood and educational background; they describe a typical working day; they analyze their works; they mention their favorite authors, and the effect that they may have had on their own works; they reveal their hopes and aspirations; they express their thoughts on the literature of Quebec; and many other aspects of their lives and works.

All the questions asked in the interviews lead to interesting discussions worth noting. Unfortunately there are too many to be mentioned or examined in a review of this type. Let me mention just a few that may be of interest to many readers — even those that have a limited knowledge of the French language.

When the poet Claude Beausoleil was asked if writing a poem took a long time, he responded:

> "Je pense que la poésie peut prendre tout le temps, tout le temps qu'ona. Il n'y a pas de limites dans l'écriture d'un poème." (p. 60)

When asked for his definition of a poem, the poet Jean-Guy Pilon answered:

> "Il y a mille et une définitions; chacun a sa définition du poème, de la poésie. Pour moi, je ne sais pas, c'est un moment de vie, un moment de conscience, une sorte de parenthèse entre les choses, . . ." (p. 268)

To the question of how she would define a novel, the novelist Louise Maheux-Forcier says:

> "Une histoire . . . mais avant tout: un style. L'histoire la plus passionnante ne m'intéresse absolument pas si elle est mal écrite." (p. 222)

On the other hand the novelist Jean Simard defines a novel in these words:

> "Le roman, à mon sens, c'est un univers dans lequel on pénètre, un torrent qui vous entraîne, un monde à découvrir." (p. 289)

We often wonder "why" and "for whom" an author writes. Here are some personal declarations by some of these writers:

Claude Beausoleil (poet) says:

"J'écris pour ceux qui lisent.
J'écris pour ceux qui cherchent.
J'écris pour découvrir l'horizon.
J'écris dans l'amour des mots" . . . (p. 77)

Then he goes on to say "why" he writes:
"On écrit par besoin. On doit être lu pour la même raison . . .
On écrit pour parler." (pp. 77-78)

Louise Maheux-Forcier, novelist, explains "why" she writes:

> "J'écris pour lutter contre la mort. JE DIS NON A LA MORT. Voilà! . . . Je ne veux pas mourir. Je dis à la Vie: Je t'aime." (p. 220)

These declarations and others not mentioned here, show that the writers interviewed, despite some similarities in background and interests, have different views not only on literature, but on their philosophy of life. This is evident in the style and substance of their works.

Many of the writers are recipients of important literary awards. Many have had their works translated into other languages, principally English. They all take pride in their language, the literature of their homeland, and their cultural heritage.

Yoken is to be congratulated on the choice and variety of the writers interviewed, and on how well the interviews portray these writers and their works.

Anna Nolfi, Book Review Editor, Rochester, New York.

The book is written in excellent French. Before each interview there is a photograph, a short biography of the author, a list of the author's works, and a list of books and magazine articles on the author and his or her works. The cover of Volume II is quite different and very attractive.

Both Volumes I and II are filled with interesting and informative material. They should be read by all American teachers and students of French, not only to further their knowledge of the language, but also to further their knowledge of the literature of our neighbors to the north. They are a welcome addition to the collection of readers and textbooks that can be used in college French classes, and, in some cases, in Advanced French classes in high school.

There is also a place for this series on the reference shelves of French classrooms, language department offices, and special foreign language sections of many libraries.

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NYSAFLT Grant Money at Work: Creating A Centralized Data Base

Celia Serotsky

In the Fall of 1989 I received a grant from NYSAFLT to pursue my goal of creating a centralized data base and file system for second language teachers in our district. The system was to enable teachers to retrieve information relating to the topics and proficiency levels of the communicative approach in an easy and efficient manner. I am very happy to report that the system has been inaugurated and is available for use at our Teacher Center.

I began my work by contacting Kenneth Stoker of the Marion Central School District who came all the way to Greece to explain how he established a similar system for the teachers in his school. Ken was extremely helpful in explaining a coding system he developed, the computer file system he used and even "tidbits" of information such as what kind of binders to purchase, labels to use, etc. Without Ken's helpful workshop in March, 1989, at the NYSAFLT Rochester Regional, and his personal assistance, this project would not have gotten off the ground.

Let me begin by giving a description of our district and the reasons that prompted me to pursue this goal. Greece is a suburban district west of the city of Rochester. It has almost 100,000 inhabitants and a school population approaching 10,000. We have three high schools, three middle schools and thirteen elementary schools. All Greece students must take a second language in grades 8 and 9. We have approximately 35 second language teachers currently in our system and they teach French, Italian, German and Spanish.

Teachers in Greece have been interested in implementing the communicative approach, but have sometimes found it difficult to retrieve the authentic materials necessary to do so. In addition, we have had a high percentage of newly hired teachers within the past few years, coinciding, of course, with our implementation of our second language middle school program. When one is starting out in education, it is difficult enough familiarizing oneself with the system, the students, and the curriculum, without having to search out and find teaching materials. It seemed very apparent to me that Ken Stoker's idea of a centralized data base and file system would help all the second language teachers create lesson plans to meet the communicative goals without a great deal of extra hassle and stress.

I am not a computer expert, but I have become increasingly familiar with grading software and word processing programs over the past several years. With a sense of adventure, I set out to use the Macintosh Microsoft Works data base program. With assistance and patient help from Ms. Denise May, the secretary at our Teacher Center, I found that this program is extremely easy and fun to use!

I then began collecting materials to catalogue. I wrote memos to my colleagues asking them to send me single copies of worksheets, reading and listening comprehension activities, tests, and authentic items. If they could not make a copy of the authentic item, such as a videotape, they could just send me the information about it and I would list in the data base that the item was stored at their school. I then entered items in the data base using the coding system and catagories suggested by Ken Stoker. Copies of items that I obtained were then filed in plastic sleeves and put in the appropriate language binder and labeled with a sticker indicating the code it was filed under in the data base.

What may sound like tedious and difficult work was actually very gratifying. When I made the first printout of the materials I had catalogued I felt a tremendous sense of accomplishment. All second language teachers in Greece received a copy of the printout. We are far from completion, but the grant enabled us to get started. We now have a centralized location to which teachers need only telephone to obtain a copy of a particular material they may want to use to help teach one of the topics. Here is a small example of how technology is at use in the world of education!

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

Deadline	Bulletin Issue
May 15	September
September 15	November
November 15	January
January 15	March
March 15	May

All material should be typed, double-spaced, and mailed, in duplicate, to: Irmgard Taylor, Editor, 23 Floral Avenue, Cortland, New York 13045.

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